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ABSTRACT

A collection of 11 papers presented at the conference on applications of foreign languages and international studies to business addresses curriculum development and materials selection for college business Spanish. The following papers are included: "Procedures for Implementing and Funding Spanish Courses for University Business Students" (Laura J. Walker), "Graduation Requirements and Program Components in Commercial Spanish at Eastern Michigan University" (Geoffrey M. Voght), "A Guide to Text Selection in Business Spanish" (Christine Uber Grosse), "Teaching Spanish for Business Careers" (Sabatino G. Maglione), "The Use of Articles in Spanish on Business Topics in the Commercial-Spanish Class" (Geoffrey M. Voght), "The Use of the Spanish-American Novel for the Teaching of Cultural Norms for Business" (Katherine J. Hampares), "Teaching Spanish for the Business and Legal Professions: Strategies and Materials" (Alvaro C. Perez), "Development and Implementation of a Course in Documents Translation" (John Deveny, Jr.), "El Modulo de Documentacion Mercantil en la Ensenanza del Espanol Comercial" (Nelly E. Santos), "Spanish, An In-House Course" (Oscar Ozete), and "Proficiency Testing in Commercial Spanish: The Madrid Chamber of Commerce Examinations and the Business-Spanish Curriculum" (Geoffrey M. Voght). (MSE)

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PROCEEDINGS OF THE 1983 EMU
CONFERENCE ON FOREIGN LANGUAGES FOR BUSINESS
(April 7-9, 1983)

PART VII: BUSINESS SPANISH

Prepared

and

With an Introduction

by

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INTRODUCTION

The 1983 Eastern Michigan University Conference on Foreign Languages for Business, held on the EMU campus in Ypsilanti, attracted approximately 300 people from all 50 states of the USA and several foreign countries. There were over 70 presentations by speakers coming from 35 states and several foreign countries. This gathering was, to my knowledge, the first time that so many foreign language educators and other interested individuals had met to exchange ideas and experiences related to language and cultural studies applied to business. It was our primary effort, as members of the Department of Foreign Languages and Bilingual Studies at EMU, to reach out to the profession, sharing our expertise and facilitating the dissemination of information nationwide on this new direction in foreign language and international education. We are proud to be a part of what we believe is both a significant educational revitalization and a development crucially important to our nation's future.

The papers in this volume are varied and unequal in length and quality. They do share, however, one vital thing in common: they represent the attempt of professionals to come to grips with the problems of creating a new academic specialization and of integrating these innovations into the time-honored traditional curriculum in foreign languages at our institutions of higher education, which have focused almost exclusively in the past on languages and literatures. Much thinking remains to be done, but one thing seems fairly clear now: the struggle between the new and the old will be resolved very differently

at different institutions, depending on the mission of each school. Some colleges and universities will not develop any courses in this new area of specialization, while at others the traditional literature and advanced linguistics courses will be sacrificed entirely in favor of language studies applied to business and the professions. Between these two extremes will lie a full panorama of different proportions in the integration of the new and the traditional. In this diversity among our educational institutions there lies great strength. It is my opinion that there is a great need for both types of language studies. I see a great need for institutions specializing in the traditional areas of academic scholarship as well as for those focusing on the new applications for language and cultural expertise.

Personally I do not acknowledge any necessary incompatibility between traditional literary investigation, for example, and the study of the language of business and commercial practices in foreign cultures. Both of these concentrations seem to be complementary aspects of a larger whole, the interest in the diverse cultures and peoples which make up this increasingly small world. Both specializations can serve to increase intercultural understanding, sensitivity and cooperation. Both can help us live more peacefully with our world neighbors, in our increasingly complex and interdependent global economy.

I am very grateful to the National Institute of Education (U.S. Department of Education) for maintaining the Educational Resources Information Center. My special thanks to Dr. John Clark, Director of

Foreign Languages at the Center of Applied Linguistics, and to John Brosseau, Acquisitions Coordinator for the ERIC Clearinghouse on Languages and Linguistics, for helping make it possible for the papers from this conference to be available to a broader audience.

To all who read these words, may you find something of interest and value in these pages.

Geoffrey M. Voght
January 12, 1984

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PROCEDURES FOR IMPLEMENTING AND FUNDING SPANISH
COURSES FOR UNIVERSITY BUSINESS STUDENTS

by

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Procedures for Implementing and Funding Spanish
Courses for University Business Students

The University of Southwestern Louisiana has eight degree granting colleges and an enrollment of approximately 15,000. The Department of Foreign Languages offers undergraduate courses in French, German, Latin, Spanish, and ESOL, and the Master's Degree in French and/or Spanish. In 1980, enrollment in the Department of Foreign Languages at the University (USL) totaled approximately 1,700 (without ESOL) and was decreasing, while enrollment in the College of Business totaled approximately 3,400 and was increasing. No doubt this trend at USL is not unique, but rather is typical of the situation at many four-year institutions.

Although university enrollments continue to increase, the distribution of students indicates a shift from the College of Arts and Humanities to the College of Business and its programs in

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computer science. If this trend continues, and there is every indication that it will, then for survival's sake, foreign language departments must develop a curriculum compatible with the career needs and interests of present-day students. For example, a curriculum which includes business language courses could attract new students to the foreign language department.

When implementing business foreign language courses, however, a number of factors must be considered. First, foreign language classes, traditionally, have been made up of students fulfilling a foreign language requirement of 12 hours or more. The business student, on the other hand, may not have a language requirement, but may take a non-sequential three hour language course as an elective. Obviously, the business student's motivations and objectives may be quite different from those of the humanities major. Furthermore, he may demand that course content be

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clearly relevant to his future career in the business world.

A second consideration is that as an elective, the business language course must fit into an already existing degree plan. For instance, at USL the business program dictates that the business language elective carry a 300 level number. This means that the beginning language course for the business major must fit into the 300 level slot; whereas, the beginning skills language course for the humanities major has been taught, traditionally, at the 100 level.

Third, in order to ensure support from business advisors, input from the College of Business concerning course design is crucial. All of this requires a tolerance for compromise on the part of the foreign language department and a more flexible attitude on the part of all concerned.

A fourth consideration when developing business language courses, is the lack of support or

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even opposition that may exist within the foreign language department. Some faculty members may associate career language with trade schools and/or insist that business courses should be introduced only after the student has completed traditional language and literature courses. However, this idea may not be very realistic since few students will delay graduation for one or two semesters in order to take extra language classes.

At USL, the first business Spanish course proposal was written with suggestions from the Department of Foreign Languages and the College of Business, but was rejected by the university curriculum committee because its members found the course incompatible with the traditional language courses they were used to processing. Their major objection was that the 300 level course did not include prerequisites. Since business students have free electives only at the 300 level, further consultation was required with business

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faculty. The course was approved after the addition of a prerequisite consisting of 6 hours of English and 9 hours of business. Spanish for Business or Spanish 301 is a one-semester course which acquaints students with the Spanish language in regard to business, i.e., speaking as well as reading and writing associated with business correspondence, banking, legal and accounting principles, real estate matters, advertising, etc. It is not open to native speakers of Spanish and carries three hours of credit. Performance objectives for the course are as follows:

Upon completion of this course the student should

- 1) have a working knowledge of the Spanish language in regard to business expressions and terms in oral and written form which have been presented in class;
- 2) recognize the significance of a business document written in Spanish and with the

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- aid of a bilingual dictionary be able to understand the gist of its meaning;
- 3) be able to fill out business documents written in Spanish;
 - 4) on a more limited basis be able to translate simple material into Spanish and/or English;
 - 5) recognize when the material requires a translating expert and know how to contact such a person.

Because of processing delays, the new Spanish for Business class (Spanish 301) did not receive approval in time to be listed in the university course schedule for the ensuing semester which meant that interested business students would have no way of knowing about the course. To gain exposure and to insure sufficient enrollment to warrant a class, a printed brochure was included in letters to business faculty and was also attached to bulletin boards in the College of

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Business. The course, offered for the first time in the fall of 1982, attracted the largest enrollment for any of the 300 level courses in USL's foreign language department that semester.

Input was solicited from prospective students who insisted that the primary focus of the course should be on Spanish business language and that course work should not be dominated by oral repetition drills nor by grammar exercises. Students wanted exposure to real elements of the Spanish business world. The instructor soon noted that beginning-language business textbooks are not only limited in number, but they are also limited with respect to business forms and documents. It became obvious that use of authentic business forms in a beginning course would require no small degree of planning and preparation as well as money. Funds were not available within the USL foreign language department and had to come from other sources.

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Like most American universities, the University of Southwestern Louisiana has a research office which provides a listing of available grants from federal, state, local, and/or private agencies. For this project, funds were solicited for a mini-grant which was funded by a combination of the previously mentioned agencies. The proposal described procedures for collecting and developing materials for the new business Spanish course, a rationale for the project, a project schedule, and a procedure for evaluating the project. The approved proposal included financing for the printed brochure, miscellaneous supplies, computer library searches, duplicating services, travel money to research areas, as well as funds for a part-time secretary. Various sources of materials, free and otherwise, which could be used in the classroom, were revealed by the library computer search. Also, the secretary, hired through the mini-grant, was from Latin American and was instru-

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mental in obtaining authentic business materials from Latin American businesses.

Although some of the students who enrolled in the new course had previously studied Spanish, the business focus and the Spanish business vocabulary prevented them from being bored. Attrition was practically nil; only one student dropped the course during the entire semester.

This beginning level Spanish courses stresses the four skills. Course materials, which were developed through grant funding, include authentic business forms and documents from various Latin American countries. Also, grammatical practices and exercises, both oral and written, incorporate technical vocabulary and expressions related to the business forms. Subsequent exercises reinforce the vocabulary of "banking," "accounting," "marketing," etc., according to the focus of each lesson. In addition, short passages taken from Spanish periodicals are used to provide reading

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and comprehension opportunities.

Since instituting Spanish 301, the second business Spanish course has been developed and was offered for the first time at USL in the spring of 1983. Spanish 361 is an advanced-skills Spanish course. It accommodates native and non-native speakers of Spanish and has a 6 hour English prerequisite for Spanish speakers as well as a 12 hour Spanish prerequisite for English speakers. Approved only two days before early registration week, this course was not listed in the catalog nor on the course schedule. Xeroxed course descriptions, which were the only means of exposure, were put in letters to business faculty, and also a Spanish version of the 361 course was put on bulletin boards in the College of Business. The class filled during pre-requistation week with approximately 51% native and 49% non-native speakers of Spanish. This course promises to be very popular with the many Spanish-speaking

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business majors at USL. The performance objectives are: Upon completion of Spanish 361, the student will have acquired bilingual skills which will allow him/her with the aid of bilingual dictionaries to

- 1) translate business correspondence and documents, Spanish to English and English to Spanish;
- 2) write business correspondence and/or reports in Spanish or English;
- 3) read business literature in Spanish or English concerning economical, political and legal systems of Latin America and/or Spain which relate to business;
- 4) participate in discussions (reports and/or interviews) on matters of interest in his/her area of business expertise in Spanish or English.

In addition to the Spanish 361 textbooks, Español comercial by Nelly Santos and Cuaderno de

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español práctico by Paul Rivers, current business news is introduced through El Diario, a Spanish newspaper from Miami which focuses on news from the U.S. as well as news from Latin American areas, and through La Visión which emphasizes news from Latin America. When possible, local business people are invited to discuss the needs of industry and the advantages of foreign language proficiency for business majors. Classroom activities include: vocabulary practices, letter writing, translation to English and/or Spanish of business forms and correspondence, as well as oral practice opportunities. These oral practices may include job interviews, discussion of current news events, and oral reports on specific topics, all of which are followed by class discussion in Spanish. Practice exercises in translating are done in teams consisting of native and non-native students. These team projects provide excellent informal language learning opportunities. All examinations,

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of course, are completed individually.

A typical lesson may include one or two (3-5 minute) oral reports, a reading in Spanish concerning a current event in business which is followed by a short discussion period in Spanish, an introduction to new technical vocabulary and expressions, a team translating exercise, a quiz on business expressions from the previous lesson, and a letter composition in Spanish with information provided in English or a letter in English with information provided in Spanish. While there are no grammar lessons per se, grammatical problems are discussed as they arise.

This course has a great deal of appeal for language majors although foreign language faculty insist it should not be used for language requirement purposes. For this reason, language majors as well as business students take the course only as an elective.

At the present time, the College of Business

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does not incorporate the Spanish business courses into their requirements; rather, course materials relevant to the student's career needs seem to promote enrollment. However, plans are being made to introduce a Spanish business minor. It will utilize not only the new Spanish business courses, but it will also include existing language courses such as a culture/civilization course and a reading course. In addition, the student can earn credit for a work/study-abroad component.

In conclusion, the writer wishes to emphasize that it is too early to assess the real impact of the business Spanish courses on the total foreign language program at USL. Furthermore, the future of these courses will depend on a number of factors such as: interested and trained business Spanish instructors, support from the chairman and faculty in the foreign language department, and cooperation from faculty in the College of Business, especially from advisors.

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Obviously, instructors for business Spanish could benefit from special training in business practices in the U.S. and in Latin American or Spain. A summer or semester of work or study concerning business practices both abroad as well as in the U.S. would be highly desirable. In addition, the foreign language chairman must recognize that goals and objectives of business majors will not be the same as those of humanities majors, and that scheduling and course content must be compatible with the needs of each group of students. Also, foreign language faculty must recognize that the business Spanish student may have little interest in literature courses, that traditional courses may need revision or modification in order to accommodate the business major as well as the humanities major, and that Spanish language majors would be well advised to include a business component in their program of study so as to expand their marketable skills.

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Furthermore, a spirit of mutual respect and cooperation must exist between the College of Business and the Department of Foreign Languages. Both must recognize that the business graduate with skills in two languages, Spanish and English, will be more successful in the job market than the business graduate with skills in only one language; that the Spanish language graduate with business skills will secure a job sooner than the Spanish language graduate with only language skills.

GRADUATION REQUIREMENTS AND PROGRAM COMPONENTS IN
COMMERCIAL SPANISH AT EASTERN MICHIGAN UNIVERSITY

by

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Graduation Requirements and Program Components in Commercial

Spanish at Eastern Michigan University by

Geoffrey M. Voght

Conference on Foreign Languages for Business

April 7-9, 1983

I would like to proceed from most specific to most general in describing for you the Business Spanish Program which we have at EMU. I will begin with a description of the courses in Commercial Spanish we offer and talk about course components and textbooks used first. Then I will move on to the overall requirements for graduation and the major program components.

BUSINESS-SPANISH COURSES: SEQUENCE AND CONTENTS

We begin our specialized business-Spanish courses at the third-year level, offering a six-course sequence: two three-hour courses in commercial Spanish each on the Junior, Senior, and graduate levels (HANDOUT # 1):

SPN 361-362 Spanish for International Trade I & II

SPN 446-447 Business Spanish

SPN 646-647 Spanish for Business Practices

Students at Eastern Michigan University whose Spanish proficiency is below the third-year of college level are expected to take regular Spanish courses to meet prerequisite entrance requirements for these commercial-Spanish courses. I might add that our second year classes do introduce some business-related vocabulary areas. One book we use for this purpose on the intermediate level is Frank Sedwick's Spanish for Careers: Conversational Perspectives (Heinle & Heinle, 1981). ((# 1 on BIB) HANDOUT # 1).

The six business-Spanish courses must be taken in order, each one being the prerequisite for the next. All six courses have basically the same three major components:

1. A study of commercial correspondence and documents
2. The reading of a textbook or books covering vocabulary in a wide variety of operational areas of business administration.
3. Outside reading of articles in Spanish on business-related topics with written and oral reports on information learned.

TEXTBOOKS USED

The short bibliography you have just received includes most of the titles which I have tried and found successful in the classes I teach here at EMU. I will briefly explain which of these texts is useful for each of the first 2 course components I just mentioned.

Business Correspondence and Documents:

In each course students must both translate business letters from Spanish to English and also compose letters in Spanish for a variety of commercial purposes. In addition, students examine and discuss many other commercial documents, such as business contracts, stocks, checks, bank drafts, rental contracts and real estate sales agreements, accounting books, promisory notes, powers of attorney, telegrams, invoices, receipts, bills of lading and other import-export documents, insurance policies, etc. In order to present the most elementary aspects of business letter writing in the first semester of commercial Spanish (SPN 361), we are currently using Mary H. Jackson's Manual de correspondencia española (# 2 on BIB). For the second semester course *(SPN 362), we are using the more extensive Bilingual Guide to Business and Professional Correspondence (# 6 on BIB). This semester we are also trying South-Western Publishing Co.'s Práctica mercantil y documentación (# 14). In the past I have also found Paul Rivers' Cuaderno de español práctico comercial (# 4) valuable in this regard. Commercial correspondence is often a part of other books, such as the two used as textbooks in the

300-level courses at EMU (# 3 and 5), which provide important additional examples of commercial documents other than letters and successfully supplement the rather limited nature of the others, especially Mary Jackson's booklet which is very short and elementary. For the fourth year and graduate level courses I am currently using the González del Valle book, Correspondencia Comercial: Fondo y Forma (# 10), which is detailed and contains a large number of models and exercises.

This first area of each course, commercial correspondence and documents, is the area which has received the most attention from publishers, and there are many books available which deal with this topic. I have been unable to try out more than a few of them. For further possibilities, on this area as well as in general as you search for materials to help your students learn commercial Spanish, I refer you to my Basic Bibliography of Books in Spanish for Business and the Professions, available from the ACTFL Center. This bibliography lists publications in all major areas of business, including accounting, commercial correspondence, computers, management, and statistics, and items related to a wide range of professions for which Spanish can be helpful, including medicine, law, community services, engineering, biology, physics, and chemistry. An appendix gives names, address, and phone numbers for most domestic and foreign distributors and publishers listed in the bibliography. Lest you think that I am plugging my book in order to enrich myself, let me hasten to add that, as many of you probably already know, the ACTFL Materials Center does not give any royalties whatsoever. The bibliography sells for \$4.00 which barely covers the costs of publication. Anyway it took me over three years to compile the bibliography, and I certainly hope that you find it useful.

Textbooks on Operational Areas:

For the first-semester course (SPN 361), the Spanish adaptation of

DeBrun's general business text by Rodríguez de Roque and Páez de Abreu (# 3) provides initial exposure to vocabulary from a representative sample of operational areas: economics, consumer interests, banking, insurance, business communications, business organization and management, labor and governmental relations with business, as well as job hunting. This introduction is followed in the second semester by one of very few textbooks aimed specifically at English-speakers who want to learn commercial-Spanish vocabulary and Hispanic business practices: Nelly Santos, Español comercial (# 5 BIB) (New York: Harper & Row, 1981). This pioneering book, though marred by frequent printing errors and careless proof reading, is useful in providing numerous readings in twelve chapters, each dealing with a separate business area: administration and management, banking, real estate, accounting, credit and finance, business law, economics, statistics, data processing and computers, secretarial and office management, marketing, sales, and transportation and insurance. For each chapter, Professor Santos provides a second section with sample documents and related correspondence, making the book a rich source for familiarizing students with a wide variety of such materials. Exercises help for students to assimilate the business vocabulary.

On the fourth year level and graduate level, I have been using # 7 (Rodríguez), # 8 (Taylor) which are quite good, clear and mostly free of errors, provide questions on each chapter's contents and summaries; the Taylor text also has a case study related to each chapter, which are stimulating and provide additional language practice and offer the opportunity for students to apply theory to a specific case. Of exceptional value because they offer the chance for role playing in business situations in class are # 9 (Balfour) and # 15 (Export Marketing). For advance classes, these books are extremely interesting to the students, thought provoking, deal with real, business world situations, cover a wide variety of operational areas and problems, and provide

loads of practice, spontaneous and rehearsed practice with the commercial lexicon.

ARTICLES IN SPANISH

This brings me to the third component of each course, the outside reading of articles and other sources of information. Since this will be the specific topic of my presentation this afternoon immediately following our next coffee break, I will limit myself here to a very general explanation: Each student must find a pertinent, business-related article in Spanish. After I approve the article, the student studies it, makes up logical questions in Spanish on its contents, and chooses vocabulary items and defines each in Spanish in accordance with its use in the article. Once a draft of these questions and vocabulary has been completed, the student meets with me to discuss the article.

During this session, which amounts to one or two hours of individualized instruction per student per semester, the final versions for questions, vocabulary and definitions are written, and any doubts or difficulties in the text of the article are resolved. One week before each article is dealt with in class, copies of the article, the questions and the vocabulary are distributed to each class member. All students must read and study every article, they must answer the general questions in writing, and they must match the definitions to the appropriate lexical items.

In addition, each student must prepare an oral report which summarizes the important information and attitudes presented in the article he or she has chosen. The student presents this summary, asks the class to answer the questions, and conducts class discussions on the article's contents.

During the past three years, this assignment has been very successful in providing exposure for the classes to the commercial-Spanish lexicon in a native, unadulterated context. Student interest is high since the articles

are very current and the topics are in the students' areas of specialization. Entirely in Spanish with no reference to English, this activity encourages students to build associations among commercial and non-commercial Spanish words and expressions. It encourages students to use a Spanish-to-Spanish dictionary--as opposed to an English-to-Spanish one--and provides practice in manipulating the new lexical items.

GRADUATION REQUIREMENTS AND PROGRAM COMPONENTS

The B.A. and M.A. programs in Language and International Trade at Eastern Michigan University have three basic components, in each of the three languages: a business area, a language and international studies area, and a cooperative education work experience. The undergraduate requirements in each of these three areas are detailed in a 3 page, white summary sheet. (HANDOUT # 2)

BUSINESS AREA: On the undergraduate level, each student must complete courses in microeconomics and macroeconomics, and international business and marketing. In addition to these basic requirements in the business area, all students must complete approximately 24 semester hours of specialized courses in an operational area of business administration of their choice. The total for the business area comes to over 40 semester hours for most students.

THE LANGUAGE AND INTERNATIONAL STUDIES AREA: Each undergraduate student must complete a minimum of 18 hours of foreign language courses, including at least 6 semester hours of third-year commercial Spanish. (SPN 361 & 362 are required for this B.A. Degree!) Most incoming students end up taking closer to 30 hours of foreign language training, for two reasons: First, their low entrance proficiency in Spanish requires that they complete several prerequisites prior to qualifying for the third-year specialized courses. Second, most students who complete the third-year required courses prior to their final year continue with the senior-level business-Spanish courses or

other language courses in order to maintain and improve their skills. All students must take additional courses in geography, history and political science, for a total of 33 or more semester hours of credit.

CO-OP WORK EXPERIENCE: Finally, all students must complete, prior to graduation, a cooperative education work experience lasting a minimum of four months. Appropriate jobs must be administrative in nature, rather than clerical or production-oriented. The students must work full-time and must receive a salary.

The graduate students must fulfill requirements similar to those just explained for B.A. students, but on a more advanced level. (HANDOUT # 3) They must complete a Business Core, consisting of two graduate courses in marketing or management, three in economics, and one elective. The minimum for completing this business-area requirement is six courses for a total of 18 semester hours of credit.

In addition, all graduate students must complete 10-12 hours of language studies. Students with little or no foreign-language proficiency prior to admission to the graduate program may take special sections of regular beginning language courses to develop the required minimum level of linguistic competence.

Graduate students, like the undergraduates, must also complete an internship position, which must last a minimum of 16 weeks of full-time employment. Some placements last up to the maximum of one year, and students often make contacts during this cooperative education experience which lead to permanent employment after graduation. The jobs must be related to business administration rather than merely clerical or production-line positions. One purpose of this requirement is to give on-the-job experience in international business to the students, so placements involving international aspects of business are preferred. It is hoped, also, that the job involves use of Spanish.

The students must receive a salary from the firm that employs them which is sufficient for them to live comfortably wherever they are placed. Many students fulfill this obligation through jobs in the United States. The best of our students may qualify, however, for placement in Mexico, Spain, Argentina or some other Spanish-speaking country. We are developing cooperative agreements with foreign universities and business schools, whereby they will place our students and oversee and evaluate their work experience and we, on our part, will do the same for foreign students of theirs who want experience working in the U.S.A. Solutions for visa and work permit problems are facilitated because the program is an exchange, so that for every job taken by one of our students, a foreign national is hired here. This component of the commercial-Spanish program, implemented on a trial basis in Buenos Aires (Argentina) and Cuernavaca (Mexico) in 1981, was put into effect in Madrid this past week. From May through August two of our students worked in Madrid in jobs arranged by the College of Economics and Business Administration of the Complutense University of Madrid. Our graduate student worked in the Banco Exterior of España, while our undergraduate student worked in the parent company for all of Spain's electrical industry. We believe that these cooperative work experiences are very valuable for the students involved, and that the exchange of ideas and business training thus obtained serves to promote international understanding and cooperation.

I will not go into more detail now about the cooperative education experience part of our Language and International Trade Program, for which we have established exchange agreements with schools in France, Germany, as well as Spain, because that is the specific subject of Ray Schaub's presentation in GENERAL SESSION VI, tomorrow morning between 10:30 and noon: Three student participants will take part--one is Brian Nienhaus, the Spanish student who worked in Madrid.

In addition to the undergraduate and graduate programs in Language and International Trade, Eastern Michigan University also offers a separate

undergraduate major and minor in Business Spanish. The Business Spanish Major and Minor differ from those described above for Language and International Trade in that they require no business area courses at all. Instead, the Business Spanish Major and Minor include expanded requirements for business language, cultura and literature. (See Handout No. 4.) For the major, two full years (12 semester hours) of specialized business-Spanish courses are required. In addition, one year (6 semester hours) of Spanish or Spanish-American literature is required, as well as an equal amount of academic background in the cultures of Spanish America. All these required courses are on the third-year level or above and are given entirely in Spanish. The Business-Spanish Minor requires one course in literature, one course in culture, and two courses in commercial Spanish, all on the third-year level or above.

There is one final aspect of our EMU offerings in commercial Spanish which deserves mention: Our designation by the Madrid Chamber of Commerce and Industry as an official testing center for their examinations in business Spanish.

The Cámara Oficial de Comercio e Industria de Madrid, in cooperation with the Escuela Oficial de Idiomas de Madrid, developed proficiency examinations in commercial Spanish for foreigners several years ago. The examinations exist on two different levels: the basic-level examination leads to the "Certificado de Español Comercial Básico," while successful candidates for the advanced-level test earn the "Diploma de Español Comercial." In the Spring of 1981, Eastern Michigan University became the exclusive testing center of these exams for the Great Lakes region, including Michigan, Wisconsin, Illinois, Indiana, and Ohio. Students wishing to qualify for either of the degrees awarded by the Madrid Chamber of Commerce and Industry may register through the Department of Foreign Languages and Bilingual Studies of Eastern

Michigan University and present themselves early in May of each year on the EMU campus. Each test consists of a written part, sent from Madrid and returned there for grading, and an oral part created and graded by the faculty of Eastern Michigan University. A representative of the Madrid Chamber of Commerce and Industry is present each year during the administration of the examinations. The deadline for this year's competition has passed. I will be giving more details on the format and contents of these exams, as well as how they relate to our Business Spanish curriculum, at my presentation on proficiency testing in Commercial Spanish on Saturday morning. (SPECIAL SESSION III - 9:00-10:30 a.m.)

CONCLUSION: THE FUTURE OF COMMERCIAL SPANISH

We at Eastern Michigan University are convinced that post-Viet Nam economic international events, as well as the growing political visibility of our Hispanic population during the 1980's, will make it impossible for our leaders to continue to ignore the urgency of foreign-language instruction to many aspects of our national and international well-being. The future will demonstrate that programs combining Spanish, business and international studies are part of a major new direction in education in the United States. A cursory examination of job announcements in the Wall Street Journal or the Sunday New York Times confirms that there is a significant job market for bilingual people trained in business and business professionals trained in foreign languages. This present need is growing rapidly, and results of surveys we have made of international firms in the U.S.A. indicate rapid increases in such employment opportunities in the near future.

A GUIDE TO TEXT SELECTION IN BUSINESS SPANISH

by

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A GUIDE TO TEXT SELECTION IN BUSINESS SPANISH

Purpose of the Guide

This guide is intended to help instructors of business Spanish select appropriate text materials for their students. It presents capsule reviews of twelve of the leading texts currently available in business Spanish. The guide contains information on the level, focus, pedagogical approach, content, types of exercises, and strengths and weaknesses of each text. In addition, the possible uses of the books are explained.

Of the twelve texts which are included in the guide, five deal exclusively with business correspondence. These are grouped together at the end of the list. The other seven texts treat a wider variety of business topics; some include sections on correspondence as well.

Almost all of the texts are designed to serve students of varying backgrounds in Spanish and in business. The level which is most commonly represented is intermediate. Since a limited number of courses serve the interests of a diverse student body, the texts have to be adaptable to a wide range of classroom situations.

General Information

The guide is divided into three parts: general information, types of exercises, and critical evaluation. In the first section which contains general information, the guide lists

the level of the material in the text. Elementary suggests first year Spanish students, intermediate implies second year students, and advanced refers to third year students and up. Three books are suitable for the elementary student: Business and Finance Workbook, Basic Spanish Grammar, and Spanish for the Professions. All of the seven general business Spanish texts except Basic Spanish Grammar can be used by intermediate students with success. Advanced students can use Relaciones Humanas en los Negocios, Español Comercial, or Export Marketing Spanish. Of the correspondence texts, Spanish in the Office, Correspondencia Comercial and Cuaderno de Español Práctico Comercial are for intermediate to advanced students. Redacción Comercial and Business Letter Handbook are appropriate for advanced students.

Of the seven texts which do not focus exclusively on business correspondence, one is a grammar text. Basic Spanish Grammar is designed to accompany a series of workbooks for various professions, one of which is the Business and Finance Workbook. This workbook focuses on a number of business topics, including banking, advertising, marketing, shopping, taxes, shipping, insurance, and computers. Another text, Business Case Studies: Spanish presents case studies in export marketing, management, and business practices. Relaciones Humanas en los Negocios explores interpersonal relations in an organization and management issues. Business in one of five professional areas which are treated in Spanish for the Professions.

The text with the most comprehensive focus is Español Comercial. It covers twelve distinct business areas. Finally,

Export Marketing Spanish deals primarily with export marketing methods and techniques.

As for pedagogical approach, most of the seven general business Spanish texts stress the development of communicative competence. The two exceptions are Basic Spanish Grammar, which uses a traditional approach lacking in communicative exercises and Español Comercial, whose principal emphasis is on reading skills and vocabulary building. The correspondence texts rely on the techniques of explanation and example for the most part. However, Spanish in the Office and Business Letter Handbook depend on examples rather than explanations to communicate their point.

A brief summary of the text contents concludes the section on general information. The summary gives the number of lessons and a sketch of the organization of the book.

Types of Exercises

The second part of the guide covers the types of exercises found in the texts. Specific attention is given to dialogs, readings, comprehension questions, vocabulary exercises, grammar exercises, role plays, letter writing exercises, and miscellaneous exercises.

Three texts have excellent dialogs which are lively and realistic. These are Spanish for the Professions, Business and Finance Workbook, and Export Marketing Spanish. The information contained in the dialogs relates to the subject matter in the chapter. In Español Comercial, the dialogs also serve a didactic purpose. However, they are overly long and tedious, characterized by unrealistic speech. The format of the dialogs

is always the same--a professor lectures a student about the subject matter of the chapter. Only one of the correspondence texts uses dialogs: Cuaderno de Español Práctico Comercial. It uses several lengthy dialogs as translation exercises from English to Spanish.

The only text which has readings per se is Español Comercial. Unfortunately the readings are taken directly from business texts, so the material is rather dry. However, the readings are useful in teaching the student about specific content areas in business.

The student develops reading comprehension skills in a number of other texts. Business Case Studies: Spanish offers case descriptions and discussions as reading material. Comprehension questions follow the presentation of the cases. Export Marketing Spanish also makes use of case studies and related comprehension exercises to develop reading skills. Other texts explain the subject matter in Spanish, which is of course an indirect exercise in reading.

Business terminology is an inherent part of most business Spanish courses. Consequently, all of the general business Spanish texts have vocabulary lists and practice items except for Relaciones Humanas en los Negocios. Since this text is intended as a management/communications text for Spanish speakers, it doesn't devote space to vocabulary. Even so, it is written clearly enough to be understood by the high intermediate or advanced student. Español Comercial has the most complete presentation of business vocabulary as well as the greatest variety of vocabulary exercises.

Grammatical exercises are relatively rare in business Spanish texts. The three texts which are aimed at the elementary and in-

intermediate levels include some exercises. They are Business and Finance Workbook, Spanish for the Professions, and of course Basic Spanish Grammar. In addition, Business Case Studies: Spanish has a small grammar section in each chapter. Apparently the other texts presuppose a working knowledge of grammar. Nelly Santos, author of Español Comercial recommends the use of supplemental grammar text if desired.

Role playing exercises are popular in all of the general business Spanish texts except for Relaciones Humanas en los Negocios and Basic Spanish Grammar. This type of communicative activity seems especially appropriate for the business Spanish student who needs to be able to apply language skills to practical situations.

In the correspondence texts, letter writing exercises are a common feature. All except Business Letter Handbook have this type of exercise. However, only two of the general business Spanish texts include substantive letter writing exercises. These are Español Comercial and Business Case Studies: Spanish.

The category of other exercises includes translation exercises, games, and projects among other things. Perhaps Relaciones Humanas en los Negocios has the greatest variety of creative and stimulating exercises.

Critical Evaluation

The third and final section of the guide provides a critical evaluation of the twelve texts. It enumerates the strengths and weaknesses of each book, and suggests an appropriate use. Undoubtedly not everyone will agree with the author's choice of strengths and weaknesses and projected uses for the texts. The intent is to provide an objective evaluation within the framework of the guide.

Each text has specific features which recommend it, as well as shortcomings. No single text can meet the needs of every class. The teacher should consider every aspect of the text and how it fits the objectives of the class before deciding which text to choose.

In conclusion, the need for more texts in business Spanish is clear. Most teachers still rely on their own materials and xeroxed copies of documents for their classes, according to a survey of Spanish for Business at AACSB colleges and universities conducted last year.¹ Part of the problem of text selection is that too few choices exist. None of the twelve reviewed in the guide place enough emphasis on understanding Latin culture or the effects of culture on doing business in Hispanic environment. None of the texts provide aural practice in the form of listening comprehension exercises. Some do provide excellent communicative activities to help the student function in Spanish-speaking environments.

The ideal text must balance two primary objectives: to help language majors learn about business and business majors learn about language. The book must also be "user friendly", that is non-threatening to business Spanish teachers with little business background. The balance is difficult to achieve. Hopefully more authors will take an interest in the challenging and growing field of business Spanish and provide teachers with the stimulating texts that they need.

¹Christine Uber Grosse, "A Survey of Spanish Business at AACSB Colleges and Universities in the United States", Modern Language Journal, 66 (Winter 1982):383-90.

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GENERAL INFORMATION (PART I)

TEXT	LEVEL	FOCUS
1. Balfour, Sebastian. <u>Business Case Studies: Spanish</u> . Essex, England: Longman, 1982.	intermediate	Case studies in export marketing, management, and business practices.
2. Eggland, Steven A. and John W. Williams. Trans. By Nieves I. Moisés. <u>Relaciones humanas en los negocios</u> . Cincinnati, OH: South-Western, 1979.	high intermediate to advanced	Management; human relations.
3. Jarvis, Ana C., Luis Lebrede, and Antonio Planells. <u>Business and Finance Workbook</u> . Lexington, MA: D.C.Heath, 1981.	elementary to intermediate	Banking, advertising, marketing, shopping, taxes, shipping, insurance, and computers.
4. Jarvis, Ana C., Raquel Lebrede, and Francisco Mena. <u>Basic Spanish Grammar</u> . Lexington, MA: D.C.Heath, 1980.	elementary	Grammar text to accompany series of workbooks for the professions.
5. Santana, Jorge A. <u>Spanish for the Professions</u> . New York, NY: Random House, 1981.	advanced elementary to intermediate	Review of basic grammar, health care, law enforcement, education, welfare, and business.
6. Santos, Nelly E. <u>Español Comercial</u> . New York, NY: Harper & Row, 1981.	intermediate to advanced	Twelve business areas: management, banking, real estate, accounting, finance, law, economics, computer, secretarial studies, marketing, advertising, and insurance.
7. Thomas, M.G. <u>Export Marketing Spanish</u> . London: Longman, 1978.	intermediate to advanced	Export marketing methods and techniques.

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(CORRESPONDENCE TEXTS)

<u>TEXT</u>	<u>LEVEL</u>	<u>FOCUS</u>
8. Bray, J. and M. Gómez-Sánchez. <u>Spanish in the Office</u> . London: Longman, 1980.	intermediate to advanced	Business correspondence
9. González del Valle, Luis & Antolín. <u>Correspondencia Comer-</u> <u>cial: Fondo y forma</u> . Cincinatti, OH: South-Western, 1975.	intermediate to advanced	Business correspondence
10. Meza, Bárbara Steel de. <u>Business Letter Handbook:</u> <u>Spanish-English</u> . New York, NY: Regents, 1973 .	advanced	Business correspondence
11. Rivers, Paul. <u>Cuaderno de Español</u> <u>Práctico Comercial</u> . New York, NY: Harcourt Brace Jovanovich, 1980 .	high intermediate to advanced	Business correspondence
12.. Rojas, Demóstenes. <u>Redacción</u> <u>Comercial</u> . Mexico City: McGraw- Hill Latinoamericana, 1976.	advanced	Business correspondence

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GENERAL INFORMATION (PART II)

<u>TEXT</u>	<u>PEDAGOGICAL APPROACH</u>	<u>CONTENTS</u>
1. <u>Business Case Studies: Spanish</u>	development of oral skills	20 cases, including: business trip, industrial espionage, company magazine, personnel selection, company reorganization, investment.
2. <u>Relaciones Humanas en los Negocios</u>	communication-oriented	6 chapters about human relations in an organization.
3. <u>Business and Finance Workbook</u>	communicative competence	20 lessons, corresponding to grammar lessons in <u>Basic Spanish Grammar</u> .
4. <u>Basic Spanish Grammar</u>	traditional grammar book	20 lessons on basic grammar plus preliminary lesson on vocabulary.
5. <u>Spanish for the Professions</u>	communicative competence	6 chapters; one on business.
6. <u>Español Comercial</u>	emphasis on reading skills and vocabulary building	2 parts. Part I- 12 chapters on business fields listed in focus. Part II- 12 chapters on correspondence coordinated with topics in Part I.
7. <u>Export Marketing Spanish</u>	communicative competence	13 units, including: role of sales representative, approaching the buyer, presentation of product, contract negotiations.
8. <u>Spanish in the Office</u>	presentation of sample correspondence some cultural information	6 sections. The secretary and the office, about the business letter.

<u>TEXT</u>	<u>PEDAGOGICAL APPROACH</u>	<u>CONTENTS</u>
9. <u>Correspondencia Comercial:</u> <u>Fondo y Forma</u>	theory of correspondence and numerous examples	2 parts. Part I- Theory of cor- respondence. Part II- Correspon- dence and Documentation.
10. <u>Business Letter Handbook:</u> <u>Spanish-English</u>	collection of sample correspondence in Spanish and English	3 parts: Writing letters in Spanish, English, and model letters.
11. <u>Cuaderno de Español Práctico</u> <u>Comercial</u>	samples of correspon- dence and explanation of business terms	10 chapters, including: orders, advertising, commercial documents, transportation, money and banking.
12. <u>Redacción Comercial</u>	explanation and examples of letter-writing tech- niques	14 chapters on general principles and mechanics of business letter writing.

TYPES OF EXERCISES (PART I)

<u>TEXT</u>	<u>DIALOG</u>	<u>READING/COMPREHENSION QUESTIONS</u>	<u>VOCABULARY</u>
1. <u>Business Case Studies:</u> <u>Spanish</u>		case description and discussion comprehension exercises	Vocabulary list, few vocabulary exercises.
2. <u>Relaciones Humanas en los</u> <u>Negocios</u>		objectives in each lesson discussion of new concepts question/answer format case studies topics for discussion	
3. <u>Business and Finance</u> <u>Workbook</u>	interesting, in Spanish and English	comprehension and personalized questions about the dialog	Vocabulary exercises.
4. <u>Basic Spanish Grammar</u>			Vocabulary list and cognate study.
5. <u>Spanish for the</u> <u>Professions</u>	lively and realistic		Practical word lists. Realistic exercises.
6. <u>Español Comercial</u>	lengthy, didactic, unrealistic speech, professor lectures student in question/ answer format	readings taken from business texts dry but didactic comprehension exercises same style	Extensive vocabulary lists and exercises.

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TYPES OF EXERCISES (PART I)

<u>TEXT</u>	<u>DIALOG</u>	<u>READING/COMPREHENSION QUESTIONS</u>	<u>VOCABULARY</u>
7. <u>Export Marketing Spanish</u>	informative and lively Spanish sales manager talks to sales trainee natural, conversational style	general introduction case study about topic introduced in dialog comprehension questions based on case study analysis of case reconstruction of case exercise	Glossary of related terms; realistic exercises to practice business terms
8. <u>Spanish in the Office</u>		comprehension questions based on text	
9. <u>Correspondencia Comercial: Fondo y Forma</u>			
10. <u>Business Letter Handbook: Spanish-English</u>			
11. <u>Cuaderno de Español Práctico Comercial</u>	several lengthy dialogs to translate from English to Spanish	clear explanations of business correspondence, principles and terms extensive comprehension questions about explanations	Lists of relevant terms, word study exercises, translation exercises
12. <u>Redacción Comercial</u>		comprehension questions	Vocabulary exercises

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TYPES OF EXERCISES (PART II)

<u>TEXT</u>	<u>GRAMMAR</u>	<u>ROLE PLAYING</u>	<u>LETTER WRITING</u>	<u>OTHER</u>
1. <u>Business Case Studies: Spanish</u>	small section on grammar exercises	role play exercises	letters, forms, reports	
2. <u>Relaciones Humanas en los negocios</u>				games, projects, charts, etc.
3. <u>Business and Finance Workbook</u>	grammatical structure exercises	role play activities		English-Spanish translation exercises, crossword puzzles
4. <u>Basic Spanish Grammar</u>	transformation exercises, verb fill-in-the-blank			English-Spanish translation exercises
5. <u>Spanish for the Professions</u>	grammatical structure exercises	interviews, role play situations		
6. <u>Español Comercial</u>		limited role plays	letter writing exercises in Part II	arithmetic problems, Spanish-English translation exercises
7. <u>Export Marketing Spanish</u>		role play activities, interviews, simulation exercises		

TYPES OF EXERCISES (PART II)

<u>TEXT</u>	<u>GRAMMAR</u>	<u>ROLE PLAYING</u>	<u>LETTER WRITING</u>	<u>OTHER</u>
8. <u>Spanish in the Office</u>			translation of letters from English to Spanish, structured letter writing exercises	
9. <u>Correspondencia Comercial; Fondo y Forma</u>			many letter writing exercises, some translation of letters from English into Spanish	
10. <u>Business Letter Handbook: Spanish-English</u>				
11. <u>Cuaderno de Español Práctico Comercial</u>			few letter writing exercises	translation of explanations of terms from English to Spanish, and Spanish to English
12. <u>Redacción Comercial</u>			letter writing exercises	

CRITICAL EVALUATION

<u>TEXT</u>	<u>STRENGTHS</u>	<u>WEAKNESSES</u>	<u>SUGGESTED USE</u>
1. <u>Business Case Studies: Spanish</u>	a) cases presented in order of difficulty b) suggested answers to discussion questions in back	a) limited number of exercises b) general nature of cases c) case analysis sometimes superficial	good conversational, supplementary text for language/business majors
2. <u>Relaciones Humanas en los Negocios</u>	a) interesting format b) excellent photos and drawings c) student-oriented activities d) in Spanish e) clear, readable style f) thought-provoking content	a) no vocabulary or grammar exercises b) somewhat disorganized structure c) inconsistencies in printing d) concentration on management	good text for communication activities, as supplemental or primary text
3. <u>Business and Finance Workbook</u>	a) interesting format b) emphasis on communication c) variety of exercises d) reinforcement of vocabulary words e) vocabulary review every 5 chapters	a) general, rather superficial treatment of many subjects	good elementary or intermediate text
4. <u>Basic Spanish Grammar</u>	a) thorough presentation of grammar b) numerous examples c) lucid, succinct explanations d) self-tests with answers in back	a) no communicative exercises b) structured approach that limits creative student response c) standard treatment of grammar	useful as a grammar supplement to <u>Business and Finance Workbook</u> , for which it is planned

<u>TEXT</u>	<u>STRENGTHS</u>	<u>WEAKNESSES</u>	<u>SUGGESTED USE</u>
5. <u>Spanish for the Professions</u>	a) attractive format b) interesting content and style c) clear, practical grammar review d) all chapters are relevant for all students e) good communicative exercises	a) one chapter only is devoted to business b) its emphasis is on sales and shopping	good as text in first course of Professional Spanish it meets needs of students in a variety of professions
6. <u>Español Comercial</u>	a) comprehensive in scope b) excellent variety of vocabulary exercises c) well-organized d) clearly written e) dialogs and readings well-coordinated	a) few communicative exercises b) tedious style of dialogs c) few illustrations d) no grammar exercises	suitable for language and business majors with a range of levels and interests.
7. <u>Export Marketing Spanish</u>	a) practical, communicative approach b) thought-provoking cases and exercises c) clear presentation of material d) well-organized, coherent structure	a) limited to human relations, salesmanship, and export marketing	excellent for any intermediate or advanced class with emphasis on communication skills; useful for both language and business majors.
8. <u>Spanish in the Office</u>	a) clear style b) numerous samples of business letters c) information on offices, communication, and transportation in Spain	a) no answers to translation exercises	bilingual secretaries

<u>TEXT</u>	<u>STRENGTHS</u>	<u>WEAKNESSES</u>	<u>SUGGESTED USE</u>
9. <u>Correspondencia Comercial:</u> <u>Fondo y Forma</u>	a) thorough analysis of parts and types of business letters b) numerous examples c) plentiful exercises	a) wordy style b) rather disorganized format c) some comprehension questions are busy work	bilingual secretaries
10. <u>Business Letter Handbook:</u> <u>Spanish-English</u>	a) numerous sample letters	a) no exercises	bilingual secretaries
11. <u>Cuaderno de Español</u> <u>Práctico Comercial</u>	a) numerous sample letters and documents b) clear explanations of terms	a) few written exercises b) few communicative exercises c) no answers to translation exercises d) limited vocabulary exercises	useful as a correspondence supplement to a more communicative text
12. <u>Redacción Comercial</u>	a) clear, concise style b) useful examples c) good tips on letter writing d) in Spanish		bilingual secretaries

TEACHING SPANISH FOR BUSINESS CAREERS

by

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Teaching Spanish for Business Careers

While reinstituting the foreign language requirement continues to be the subject of much debate on college campuses, many students are progressively becoming interested in learning foreign languages for their future professional careers. Given the geographical contiguity of the United States to Spanish speaking countries and its imposing Hispanic ethnicity, it appears that Spanish is the language that most students prefer to learn. In response to this interest, efforts have been made to narrow what Humphrey Tonkin called "a palpable gap between the expressed needs of the students and the educational services that the language departments are used to providing."¹ Consequently, new Spanish language service courses supposedly tailored to meet specific needs of career-oriented students are being offered with solicited frequency. While this event should undoubtedly be welcomed as a positive justification for learning foreign languages, it might prove to be a deceptive and shifting terrain if not examined with careful attention.

Recent proponents of teaching methodologies for career-oriented foreign language courses advocate pedagogical techniques limited to college elementary level courses. The implicit assumption emanating from their advocacy is that one semester or one year of language study is sufficient to meet immediate needs of participants.² This seems to explain why they de-emphasize reading and writing and stress speaking and

listening skills.³ While this approach, however, may be generally desirable for the perfunctory training of certain professionals whose dealing with non-English persons does not require the use of reading and writing, it is patently deficient for a business career that calls for adequate communicative skills on all levels. There is an urgent need, to my mind, to determine carefully the level at which these service courses are to be offered and the teaching methodologies that render the most effective results in stressing the four basic skills. We cannot afford to dampen the enthusiasm of students nor allow their expectations to rest on erroneous presumptions that can quickly be transformed into bitter disillusionment.

I should like to propose an approach to teaching these new Spanish courses that proved to be successful in an experimental course I am teaching at Ithaca College. The title of this course is "Business and Professional Spanish" and the objectives are to teach students to understand, speak, read, and write basic commercial Spanish, and to expose them to aspects of Hispanic business and finance terminology. The method is based primarily on a modification of the audio-lingual approach used in teaching intermediate Spanish courses. It entails, however, certain new prerequisites and techniques considered essential to insure satisfactory results.

Prerequisites

It is axiomatic that a reasonable acquisition of the four basic skills is partially the result of a process that can be brought to fruition

with patience, perserverence, and time. One semester or one year of college elementary Spanish is inappropriate; especially when considering that recent studies show that:

Students passing through elementary language courses at the college level frequently learn relatively little. In fact, statistics suggest that most students studying a foreign language in college do not acquire a working knowledge of that language.⁴

Given these data, it would seem fair to suggest that Spanish service courses offered at the elementary level would not fair better than the traditional elementary courses mentioned above. Effective results can be achieved if Business Spanish courses are offered at the intermediate level for at least one year. Furthermore enrollment should be limited to fifteen students who have either successfully completed one year or two semesters of traditional elementary Spanish with a letter grade no lower than C, or passed the placement examination with a score of five hundred. Such prerequisites offer a reasonable degree of homogeneity in students background which facilitates both teaching and learning. An equally important prerequisite is that the instructor make the objectives of the course known to students from the very outset, underscoring that learning a foreign language requires and demands continual practice, and that although results progress slowly, they are attainable.

Choosing the Texts

Choosing adequate texts for the entire year is the most problematic aspect of putting a course of this nature together; given the paucity of texts available, the choice is limited. Until more texts are published, the following lend themselves quite well to my approach: Essential for the first semester is Business and Finance Workbook by J. Harvis, Lebrede, and Planells, an intermediate Spanish grammar manual, and several readings extracted from the finance and business sections of Hispanic newspapers. By the second semester students should be prepared to handle more challenging material contained in Cuaderno de español práctico comercial by Paul Rivers, and Relaciones humanas en los negocios by Egglan, Williams, and Moises. All these texts offer abundant material for practicing the four skills and furnish the instructor choices that vary from simple to more sophisticated levels.

Oral Communication

As Professor Moffett points out, "The basic element-the nucleus-of each lesson is the dialog. By reasons of its dramatic potential and its natural, live direct address form, it lends itself particularly to career-oriented language training."⁵ Adhering to this approach two or more students should dramatize the dialog of each lesson. Since grading is primarily based on their histrionic ability, role playing might become a suitable medium to achieving good results. It is highly appropriate for acting out some of the following situations:

- "1) A bank employee, and a person opening a checking account.
- 2) A shipping agent talking to a customer who wants to make arrangements to transport his merchandise to another state."⁶

Students' natural teaching ability is often overlooked. Given the opportunity to actualize it, they can generate enthusiastic class discussions. Those who dramatize dialogs, for example, can engage their peers in real communication by asking questions based on the dialogs. More learning can be achieved when the students themselves broach meaningful discussions or volunteer to ask and answer questions.

Students can also be in charge of situational exercises that divide the class in two groups, one asking and the other answering questions of this kind:

You are a bank officer talking to someone who's applying for a loan to start a business. Ask her what type of business she wants to start and how much capital she has. Ask her also if she needs legal and financial advice. (Business and Finance..., p. 129).

After a few weeks these questions should be asked in Spanish to reduce the use of English to a minimum.

Students Oral Reports

During the first semester each student should give several five minute oral reports on readings extracted from the finance and business

section of Hispanic newspapers. The preparation for these reports entails more effort than the actual oral delivery, for it involves the writing of synthesized versions of particular readings and lists of dictionary definitions of new words. The writing provides students with the opportunity to practice Spanish grammar and sentence structure in a meaningful and personal way. The definitions, which should be used by means of overhead transparencies, can evoke student attention and understanding of the material being covered. To insure class participation during these oral presentations the entire class should take notes in order to be able to give subsequent oral summaries on what is reported.

In the second semester, oral reports should be based on text material and be given by a group of students who work as a team. Competition among teams and cooperation among individual members can be insured by a grading system based on the overall effectiveness of the group rather than on particular individuals. To guarantee active class involvement, reporters can interpolate questions in their reports and ask them to individual listeners. This strategy can also serve as a way of inciting each student to read carefully the assigned material because it can be used in answering questions.

While these oral activities take place the instructor should serve as moderator, deciding when to proceed from one activity to another. Occasionally, when students are engaged in vigorous discussions or in an exchange of interesting questions and answers, it may be best to allow this activity to continue, even if it takes the entire class period.

If something is working extremely well, the general rule is to remain with it until it is exhausted.

While conversing, students should not be interrupted every time they commit grammatical errors, for they can easily become disenchanted and lose confidence in their ability to speak Spanish. The instructor should make a list of errors and allow himself five minutes before the class period terminates to address them. In cases where some students need to be corrected as they speak, the instructor should do so with great care.

Rapid-Fire Personal Question Technique

When the activities described above are completed, ten to fifteen minutes of a class period should be reserved for reviewing the material in a given chapter. A teaching strategy that permits students to participate in real oral communications is the Rapid-Fire Personal Question Technique.⁷ It involves units of personalized questions based on assigned material which are asked and answered in complete Spanish sentences at a speed sufficiently high to combat waning memory. The following are some examples of personalized questions that refer to previously treated material:

- ¿ Desea Ud. abrir una cuenta corriente o de ahorros?
- ¿ Sabe Ud. cuanto cobra el banco por este servicio?
- ¿ Puede Ud. obtener cheques personalizados?
- ¿ Desea Ud. abrir una cuenta a su nombre o una cuenta conjunta a nombre de usted y de su esposa?

(Business and Finance..., p. 71)

The same strategy can be used in asking personalized questions that encourage self examination, interest, opinion and the like. Students' natural willingness to elaborate on a particular answer should not be sacrificed for the sake of completing the exercise. In the final analysis what we seek is real communication and each student should be given every chance possible to practice this demanding skill.

The Rapid-Fire Personal Question Technique can be highly effective in introducing new vocabulary. It affords a method of learning words in contextual structures that reinforces their practical meanings and usage.

Writing

All writing should be done as homework assignments. Emphasis should be placed on writing coherent, concise and grammatically correct business letters of various kinds, memoranda, resumes, advertisements, contracts, and translations. Much of the learning of this skill can be achieved by trial and error and with individualized instruction. For example, the instructor should underline errors made and indicate, in writing, why certain words, verbs, etc. are incorrect and return the written assignments to students with low grades. From these comments students should be able to make corrections and resubmit their work for a better grade. In this process grammatical rules are reviewed in a constructive and personal way.

Once students gain confidence in their written skill, they are ready to assimilate real situations. Translations, business letters and the

like should be assigned as if each student were working for a real company requesting their work. The best work should be shown to the class by means of overhead transparencies as a model to be imitated.

Grammar

One of the many advantages of offering this course at the intermediate level is that students are familiar with basic grammatical concepts. Grammatical explanations, therefore, should be kept to a minimum; practicing grammar is definitely more rewarding than explaining it. Any reviewing should be done randomly as required by the different assigned readings. Intensive writing and translation provide students with the opportunity to apply grammatical concepts to practical situations that rise from constructive thoughts rather than from monotonous grammar drills.

Guest Speakers

The desire to learn to communicate in Spanish cannot be separated from the natural curiosity to acquaint oneself with some aspects of Hispanic business. Although selected readings offer valuable information on the subject, they cannot completely replace the knowledge and teaching of the experts. This is why occasionally students could benefit from the expertise of a guest speaker whose specialization is Hispanic economics. Although English should be kept to a minimum, an exception might be made if the guest speaker is not fluent in Spanish. On the other hand, when guest speakers are students from Spanish speaking

countries, discussions should be conducted in Spanish. The latter speakers can be more appealing because in a sense they personify the language, culture, and people our students study.

Another important consideration is the awareness of the impact the Spanish language has had on the North American market. Selected readings in English on this phenomenon can be most stimulating and informative.

Language Laboratory

Given the quantity of material covered in one year and the limitations resulting from meeting only three times a week, the language laboratory should play an important role in fulfilling additional educational needs. Students should be made aware of the fact that the language laboratory is an integral part of the course. It is an essential activity that allows them the extra practice needed to reinforce and internalize what they study.

Generally the language laboratory can be used for four basic activities: 1) pronunciation; 2) grammar drills; 3) presentation of cultural material; and 4) comprehension exercises. For the first activity students should listen to tapes of dialogs and readings containing voices of native speakers. After a few minutes of practice, they should record fourteen lines of a given reading on their own private cassettes attempting to imitate or mimic the voices they hear. The instructor should then listen to their individual recordings, grade them, and record on their cassettes comments on their pronunciation, accent, intonation and orally demonstrate how certain words or phrases should be pronounced.

The language laboratory is especially suitable for grammar drills which if used properly they can enhance the status of habits in students' linguistic behavior. In planning this activity, drills in a variety of different contexts should be included. These can be in simple or progressive substitution, correlation, transformation, personalized questions, and controlled conversation. This variety can be challenging, for it affords students not only a variety of Spanish syntactical structures but also situations where true communication takes place. Each lab assignment should include cultural material relevant to what is studied. Films or documentaries on the economy of Hispanic countries can instill realistic cultural awareness in students. Acculturation should not be limited to the world of business and finance, however. It should introduce students to an appreciation of some aspects of the Hispanic artistic richness. I have developed units of exercises that include slides, filmstrips, and tapes that allow students to see, hear, and participate in the presentation of "culture capsules." The following is an example of a unit:

Look at the slides of Toledo. Then look at the slide of Entierro del conde de Orgaz by el Greco while listening to an explanation of this painting on tape. Then answer the questions on the sheet handed out to you.

The language laboratory can offer infinite possibilities with imaginative techniques and hard work.

In conclusion, I should like to state that the method and pre-requisites described lend themselves quite well to stressing all the four skills. The offering of Spanish service courses for students who are business-oriented on the intermediate level is indeed advantageous to both students and teacher. Students evaluations prove that the method is stimulating and conducive to a learning that is both enjoyable and rewarding. Of course, much of its success depends on the effectiveness of the teacher. This, however, is a matter that deserves different considerations. Judging by the students' achievements, I remain confident that my approach offers the structure, thoroughness, and techniques that can render effective results.

Notes

¹Humphrey Tonkin, "Language and International Studies: Closing the Gap," MLA (Profession 82), p. 41.

²Joe L. Palmer and James R. Shawl in their article "Spanish for Health Care Personnel," Hispania, 61 (September 1978), pp. 496-497, report that a one semester basic language course, not requiring previous training in Spanish, has been offered with encouraging success at Northern Illinois University since 1975. I do not oppose the offering of these courses. It should be pointed out, however, that no matter how successful these courses might be, at best they can only provide a very limited knowledge of Spanish, even to highly motivated students.

³See Oren E. Moffett, "How to Teach Career-Oriented Foreign Language Courses," Hispania, (May 1982), p. 247.

⁴Tonkin, p. 40.

⁵Moffett, p. 249.

⁶Quoted from pp. 71, 148 of Business and Finance Workbook by Jarvis, Lebrede, Planells. Subsequent references to this text appear in the paper.

⁷For more details on this technique, see Sandra N. Harper, "A Teaching Strategy for Developing Real Communication in the Foreign Language

Classroom," Hispania, 63 (September 1980), pp. 544-547.

THE USE OF ARTICLES IN SPANISH ON BUSINESS
TOPICS IN THE COMMERCIAL-SPANISH CLASS

by

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In recent years it has become increasingly obvious that our business community is seriously handicapped because of a lack of foreign-language expertise, and that our business-school graduates lack essential background in international studies. The future seems to hold enormous opportunities for the expansion of foreign-language departments and programs in high schools, colleges and universities, in the direction of foreign languages for business and the professions.

The problems of the academic community charged with the task of developing and implementing courses and programs of this type are enormous, even without the current trend to reduce governmental financial support to academia. Most of us foreign-language teachers have doctorates from traditional programs in literature or linguistics, which provided no background in commercial Spanish or Hispanic business practices. Indeed, undergraduate and graduate training in these areas has traditionally been unavailable at colleges and universities in this country. As professors interested in developing such courses, we are therefore faced with a major "retooling", often in our "spare" time as we teach full academic loads at institutions with inadequate support for faculty development. We must determine what linguistic skills and cultural knowledge are pertinent to the present and future bilingual job opportunities

in the business world. We ourselves must learn the lexical and cultural components related to the full variety of operational areas of business administration. We must plan and implement appropriate courses, and adequate testing procedures to measure their success. This is the process which has occupied my time for the past four years.

The courses I have developed and taught at the Sophomore and Junior levels at Eastern Michigan University all have three components:

- 1) Students must read a textbook covering, in Spanish, a wide variety of operational areas of business administration, including marketing, accounting, transportation, management, insurance, banking, and so forth. For this purpose, I have used Principios de comercio, translated by Carmen Rodríguez de Roque and Margarita Páez de Abreu (South-Western Publishing Co., 1975), Cuaderno de español práctico comercial by Paul Rivers (1974; rpt. Harcourt Brace Jovanovich, Inc., 1980), and Nelly Santos' Español comercial (Harper & Row, 1981).

- 2) Students also study commercial correspondence and documents, and write and translate Spanish business letters. For this component I have used Mary Jackson's Manual de correspondencia comercial (National Textbook Company, 1978); and Joseph Harvard and I. F. Ariza's Bilingual Guide to Business and Professional Correspondence (Pergamon Press, 1970),

among other books.

3) The third component of each course is the reading of articles published in foreign periodicals, in Spanish, on business-related topics. The main purpose of this account is to explain how I use such articles in my classes and to provide one example to illustrate some of the possible advantages such articles offer to learners of business Spanish, in the belief that this model may be useful to others in teaching commercial Spanish. The details of the assignment to read and report on such articles are explained in the Appendix, which is a copy of what the students themselves receive as a guide. Below I provide a brief summary of this course component, which I call the "Oral Report Assignment":

Each student must find a pertinent, business-related article in Spanish. After I approve the article, the student studies it, makes up logical questions in Spanish on its contents, chooses vocabulary items and defines each in Spanish in accordance with its use in the article. Once a draft of these questions and vocabulary has been completed, the student meets with me to discuss the article. During this session, which amounts to one or two hours of individualized instruction per student per semester, the final versions for questions, vocabulary and definitions are written, and any doubts or difficulties in the text of the article are resolved. One week before each

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article is dealt with in class, copies of the article, the questions and the vocabulary are distributed to each class member. All students must read and study every article, they must answer the general questions in writing, and they must match the definitions to the appropriate lexical items. Finally, each student must prepare an oral report which summarizes the important information and attitudes presented in the article he or she has chosen. The student presents this summary, asks the class to answer the questions, and conducts class discussions on the article's contents.

During the past three years, this assignment has been very successful in providing exposure for the classes to the commercial-Spanish lexicon in a native, unadulterated context. Student interest is high since the articles are very current and the topics are in the students' areas of specialization. Entirely in Spanish with no reference to English, this activity encourages students to build associations among commercial and non-commercial Spanish words and expressions. It encourages students to use a Spanish-to-Spanish dictionary--as opposed to an English-to-Spanish one--and provides practice in manipulating the new lexical items.

Because of the great success of this procedure, I am now compiling a Business-Spanish Reader for use in commercial-Spanish classes. Below is a sample article, which I present

to illustrate the format for the readings in this book and the types of exercises used to provide practice with the business-Spanish vocabulary. This article, "Agua potable: uso doméstico racional," is much shorter than the readings in the textbook and also shorter than the articles acceptable in my classes, but even this brief selection contains ample learning potential for students:

"Agua potable: uso doméstico racional", Hispano, 4 de diciembre, 1978

La <u>Sra.</u> Carmen Romano de López	señora (Mrs.)
Portillo, <u>en su calidad de</u> presidenta del	in her capacity
<u>Patronato</u> Nacional de Promotores Volun-	as
tarios, <u>suscribió</u> días pasados un <u>convenio</u>	organization
con La <u>Sría.</u> de Asentamientos Humanos y	signed/agree-
Obras Públicas, mediante el cual el volun-	ment
tariado nacional participará en el programa	Secretaría (office)
"Uso doméstico racional del agua <u>potable</u> ".	potable, fit to
El <u>Arq.</u> Pedro Ramírez Vázquez,	drink
<u>titular</u> de la SAHOP, explicó que dicho	Arquitecto
programa tiene como objetivo el crear	head
conciencia sobre el valor del agua	
potable como elemento vital, dando a	
conocer su importancia social y económica,	

evitar el <u>desperdicio</u> y dar a conocer las	waste
formas de mantenimiento de las instala-	
ciones <u>hogareñas</u> .	household

Señaló el <u>funcionario</u> que uno de los	official
problemas fundamentales del país es la	
<u>escasez</u> de agua potable, por lo que	scarcity
resulta muy costoso <u>proporcionar</u> ese	provide
servicio a todas las <u>poblaciones</u> , a	towns
pesar de lo cual se hace mal uso de	
este <u>recurso</u> , muchas veces simplemente	resource
por ignorancia.	

Dijo que las formas de economizar	
el agua, de usarla mejor, son muy simples,	
pero deben <u>divulgarse</u> .	be announced or spread

Answering appropriate general questions on the article's contents, in complete Spanish sentences, offers practice in manipulating the business-related vocabulary. At the same time, this exercise reviews the article for the learner, contributing to the overall understanding of the main points, many of the details, and some of the implications of the article's contents. Below are some questions which might be used in conjunction with this simple article:

CUESTIONARIO

1. ¿Qué puesto ocupa la Sra. Carmen Romano de López Portillo? ¿Con quién está ella casada?
2. ¿Entre qué dos organizaciones hay un convenio?
3. ¿Cuál es la naturaleza básica de este convenio?
4. ¿Qué significa la sigla SAHOP?
5. ¿Qué puesto ocupa el Arq. Pedro Ramírez Vázquez?
6. ¿Cómo se llama el nuevo programa de la SAHOP?
7. ¿Cuáles son los tres objetivos básicos de este programa?
8. ¿Por qué es muy costoso ofrecer agua potable a todas las poblaciones de México?
9. ¿Por qué se hace mal uso del agua potable en México, muchas veces?
10. ¿Son difíciles las maneras de conservar el agua?
11. ¿Cuáles son algunas maneras específicas de conservar agua?

Various types of questions can be asked about any article.

Most of the questions here are aimed at simple, factual information, such as the meaning of the abbreviation SAHOP (question 4) or the identification of the two groups which have an agreement (question 2), and so forth. This type of question, which checks comprehension of the simplest aspects of the article, is useful at an elementary or intermediate level, but students at advanced levels have found them almost insultingly easy and essentially a waste of time. They become bored with too many questions which require no thought or synthesis.

The last question, about ways water might be conserved, requires that the student bring into play related vocabulary and information of general knowledge not present in the article itself.

Any article, even one as simple and straightforward as this one, offers questions like this last one which can serve as points of departure for conversations and discussions, as well as questions of the simpler types. The length of an article, as well as its sophistication, clarity and detail, are criteria for determining its appropriateness for use in classes. This article is so simple that I would not recommend it at the third-year level at all. These materials were actually developed for the very beginning of a second-year class in business Spanish. Most articles of convenient length--between 200 and 1000 words--are easily adapted to any class level from elementary or intermediate to graduate. Whatever the level, the questions used should be adjusted to the language proficiency and sophistication of the students. Presumably, the simpler questions will predominate at the lower levels, while thought-provoking and more challenging questions will prevail at more advanced levels.

The following exercise requires that the student match selected business-Spanish terms with their Spanish definitions, which usually explain the items using simpler, every-day words:

I. Match each of the terms listed with the corresponding definition.

- | | |
|-----------------|-----------------|
| A. titular | G. divulgar |
| B. desperdiciar | H. población |
| C. patronato | I. escasez |
| D. suscribir | J. recurso |
| E. hogareño | K. proporcionar |
| F. funcionario | L. potable |

1. Estropear o gastar una cosa sin sacar provecho de ella.
2. Firmar un compromiso u obligación.
3. Persona que tiene el título o nombramiento correspondiente al cargo que se expresa.
4. Del hogar, de la casa.
5. Consejo formado por cierto número de personas, a cuyo cuidado está una fundación u obra benéfica; la misma fundación u obra.
6. Empleado que está al servicio de la administración pública.
7. Dar a alguien cierta cosa que necesita, o hacer que la tenga o que pueda disponer de ella.
8. Medio de que alguien dispone para mantenerse.
9. Agrupación de cualquier tamaño de edificios ocupados por personas, organizada en una unidad administrativa.
10. Poca cantidad de una cosa.
11. Publicar una cosa que estaba ignorada.
12. Que se puede beber sin daño.

This experience helps develop the student's association of these selected terms with related vocabulary. It builds on the student's previous knowledge by tying the new lexical area to ones previously learned. Depending on the article, the vocabulary

selected for this exercise may include a large number of very technical terms. For more advanced classes, it may be advisable to eliminate the list of terms defined, obligating the students to search for the terms in the text of the article itself. Making a crossword puzzle of them is another variant for this exercise, which most students find entertaining and instructive.

The following exercises require the matching of selected vocabulary items from the article in column A with synonyms and antonyms in column B:

II. Match the words in column A with their synonyms in column B.

A	B
1. en calidad de	a. suministrar
2. funcionario	b. anunciarse
3. suscribir	c. insuficiencia
4. convenio	d. empleado público
5. patronato	e. firmar
6. titular	f. pueblo
7. población	g. por ser
8. escasez	h. asociación caritativa
9. divulgarse	i. acuerdo
10. proporcionar	j. secretario

III. Match the words in column A with their antonyms in column B.

A	B
1. potable	a. insignificancia
2. convenio	b. abundancia
3. desperdiciar	c. público
4. hogareño	d. desacuerdo
5. racional	e. aprovechar
6. importancia	f. complejo
7. simple	g. irracional
8. costoso	h. barato
9. ignorancia	i. impotable
10. escasez	j. conocimiento

Since most of the items in the "B" columns are not found in the article, these exercises demonstrate the existence of such related Spanish terms, aiding students in forming associations among these lexical items in Spanish.

Another possible exercise would require the production of cognates in English for Spanish terms found in the article:

IV. Cognates. Give the English equivalent for the following Spanish words.

1. Presidenta	_____
2. voluntario	_____
3. promotor	_____
4. público	_____
5. nacional	_____
6. racional	_____
7. programa	_____
8. objetivo	_____
9. importancia	_____
10. social	_____
11. económico	_____
12. mantenimiento	_____
13. instalaciones	_____

14. problemas
15. costoso
16. usar
17. servicio
18. ignorancia
19. economizar
20. simple

The only aspect of the format for the Business-Spanish Reader where English is used (other than the marginal glosses to the text itself), this exercise is more appropriate for elementary classes than for more advanced ones. In addition to demonstrating the existence of large numbers of such words, this exercise reminds students of patterns in each language for the formation of different part of speech.

The same end can be achieved in an exercise which requires the search for different forms of words found in the article:

V. Word families: Write in the missing forms for each word given in the following list.

	Adjective	Noun	Verb	Adverb
1.	económico	_____	_____	_____
2.	_____	escasez	_____	_____
3.	_____	ignorancia	_____	_____
4.	_____	_____	_____	simplemente
5.	_____	_____	usar	xxxxxxxxxxx
6.	voluntario	_____	xxxxxxxxxxx	_____
7.	xxxxxxxxxxx	mantenimiento	_____	xxxxxxxxxxx

For example, "escasez" is used in the text and "escaso", "escasear" and "escasamente" are other forms. Or, "económico" yields "economía", "economizar", and "económicamente". Besides developing familiarity with the patterns which exist in Spanish for various parts of speech, completing this exercise also reinforces the root-meaning of each set of words.

The final exercise requires the student to fill in the blanks in Spanish sentences with the appropriate words to make sense. It is really a test of the student's assimilation of the meanings and uses of selected vocabulary items from the article:

VI. Fill in the blanks in the sentences below with the appropriate terms from the following list.

- | | |
|------------------|--------------|
| a. desperdiciar | h. patronato |
| b. en calidad de | i. divulgar |
| c. proporcionar | j. escasez |
| d. titular | k. suscribir |
| e. funcionario | l. convenio |
| f. poblaciones | m. racional |
| g. recurso | n. hogareña |

1. En ausencia del _____ de la Secretaría, tiene la firma el subsecretario.
2. El petróleo no se debe _____ porque algún día se acabará.
3. El _____ del Colegio de Huérfanos se reunirá hoy por la tarde.
4. Para formar una sola compañía de las dos empresas, los propietarios de las dos tendrán que _____ un acuerdo de integración.
5. La revista, Good Housekeeping, trata de cubrir en sus artículos muchos aspectos de la vida _____.

6. El alcalde de una ciudad es un _____ elegido por los ciudadanos.
7. Hoy en día, la televisión se usa para _____ muchas clases de información.
8. En realidad, el área urbana alrededor de Detroit está compuesta de varias _____ más pequeñas.
9. La _____ del petróleo ha causado la subida de su precio.
10. Los economistas consideran la mano de obra como un _____ productivo.
11. El trabajo de los mayoristas es _____ al detallista productos para vender.
12. La compañía Renault ha firmado un _____ con American Motors para vender sus autos en los Estados Unidos.
13. El uso _____ de todos los recursos naturales del mundo es una necesidad, porque no son inagotables.
14. _____ presidente, Ronald Reagan ha cambiado fundamentalmente el presupuesto del gobierno de los Estados Unidos.

One of the greatest obstacles to the development of commercial-Spanish programs and courses is the lack of adequate textbooks specifically designed to teach business Spanish and Hispanic business practices to students at U.S. colleges and universities, with appropriate exercises to facilitate the assimilation of this large and alien area of vocabulary. As time progresses, many of us will develop and publish our own materials and books to relieve this situation. Some books have come out already. I believe that a series of readers,

specifically focused on business-related topics and vocabulary, would help to remedy this problem. Current plans call for about 25 articles in my Business-Spanish Reader, covering a representative sampling of business activities, economic problems, and various industries. It would adequately serve the needs of a one-semester course with about 25 students. A series of such readers would be needed to provide exposure to the full range of specialized areas useful to students of commercial Spanish. Until such texts are readily available, we as teachers can use such articles found in current periodicals to teach commercial Spanish in our classes. In addition, I might add, this type of assignment contributes significantly to the teacher's understanding and assimilation of up-to-date business terminology and of economic situations related to the Hispanic business world. For this reason, many teachers may well decide to continue such assignments, for use in conjunction with published readers, in order to extend, corroborate and bring up to date the topics and vocabulary areas introduced and drilled in the readers.

APPENDIX

ORAL REPORT ASSIGNMENT

Each student is responsible for one oral report in class, in Spanish, on an article published in a foreign periodical. Please read carefully the detailed information given below on the nature and procedures for this assignment. Note the following criteria for the selection of articles:

1. The articles must be at least 200 words long.
2. They must deal with some area of business (international trade, economics, industrial development, labor relations, banking, etc.).
3. Try to find an article that contains a broad view of the topic, giving a history or background information which puts the current happenings in context and points to future possible effects. It is more likely that suitable articles will be found in news magazines than in newspapers, although the latter may also include such treatments. Try to find articles which will not be totally out of date a few years from now because they are narrowly focused on the present moment.

In any case, I must approve your choice of articles and I will not allow two students to report on the same article. When you find an article you think is appropriate, show it to me for approval.

After your article is approved, you will be required to do the following things:

1) Sign up for a specific date on which you agree to present your report to the class. To do this you must see me.

2) Read your article carefully, trying to understand its contents on your own. Pick out the major points covered in the article, or the main attitudes expressed in it. Then do the following three things:

A. Write a summary, in Spanish, of the information given in the article or the attitudes expressed in it, as if you were asked by a company to keep track of business developments in foreign countries. Your summary must be typed and must not exceed $1/4$ the length of the original article. I want a copy of this summary at the time you present your oral report in class. The oral report summarizing the article for the class may be more detailed than your written summary, but it should take less than 10 minutes to present in class and will be followed by questions and answers.

B. Make up logical questions, also in Spanish, which cover the main points of the article and any additional facts that you want to ask about. Try to limit yourself to about 10 questions, but be sure your questions cover all important information presented in the article.

C. Using a Spanish-to-Spanish dictionary, find definitions in Spanish for at least ten business-Spanish terms from your article.

3) Three weeks prior to your presentation date, give me a copy of your article, if I do not already have one, and make an appointment to see me to discuss its contents and to get my approval of your questions, your choice of vocabulary items, and your list of definitions. Once we have agreed on the final form for these things, you can obtain from me some ditto-masters on which to type them for duplication and distribution to the rest of the class.

4) One week prior to your presentation date, distribute copies of your article, your questions, and your vocabulary and definitions to all people in the class.

Each week we will receive at least two articles to read, two sets of questions to answer, and two sets of vocabulary terms with definitions to match. In preparation for the classes in which the oral reports are given, all students are expected to read each article carefully, answer the questions in complete Spanish sentences, and match the terms with their definitions. You will be required to hand in your written answers and the matching exercises, which I will grade and return.

All components of this assignment--the article, the questions and answers, the vocabulary and definitions, the

summary report, and class discussions--must be in Spanish.

The grade for your report will take into account your diligence in meeting deadlines, the suitability of the article you find, the correctness and appropriateness of the questions you make up on its contents, your choice of accurate definitions for appropriate vocabulary items, the completeness and accuracy of your summary, and the clarity of your oral presentation. The use of the blackboard or other visual aids, although not necessary, may enhance the clarity of your presentation.

THE USE OF THE SPANISH-AMERICAN NOVEL FOR THE
TEACHING OF CULTURAL NORMS FOR BUSINESS

by

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U. S. Business in the Spanish American Novel:

A Case of Cross-Cultural Conflict

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The contemporary Spanish American novel may very well be the most fruitful single source for sensitizing the business student to Latin American culture and for reinforcing cross-cultural data derived from the social sciences. A sociological approach to literature that incorporates economic theory and inter-American history makes the Spanish American novel highly relevant for the business student who can excel in this approach by drawing on his own background and interests. In this discussion, we shall examine the portrayal of American business in the Spanish American novel and explore avenues for the use of this literature in promoting more effective intercultural communication between North and South.

The first step in approaching this topic is to develop empathy, or the habit of seeing things the other person's way, in the reader even before he/she begins to read the novels. In order to do this, we must review the nature and function of the Spanish American novel and its far-reaching economic, social, and political ramifications. A crucial cross-cultural difference that the business student must fully comprehend is the following: the Latin American intellectual holds a position of high esteem while the businessman, whether local or foreign, is held in relatively low esteem. As one Latin American historian put it: "To assume that business is an honorable undertaking in countries other than the United States is to suffer the consequences of what might be called a cultural handicap."¹ The literati, expressing the collective

consciousness of an entire continent, have rejected American business values and have censured American enterprise in Latin America as a form of imperialism-- economic, political, and social. Vern Terpstra describes this phenomenon as follows: "Cultures receiving multinational enterprise investment are being led rapidly through certain developmental stages from their original technological position to that similar to the currently technologically advanced nations. In certain countries this will be resented and labelled as 'imperialism.'" ²

But the Latin American view goes much beyond this definition, for multinationals represent a national detriment to economic and political independence, which is a Third World view based on the theory of economic dependency:

Economic dependency means a situation in which the economy and the development process of some nations are shaped according to the economic and political dictates of another group of nations. It is an imbalance of power between two groups of nations in which one group is economically self-sustaining and politically independent while the other group can only develop and participate in the world trade system according to the program of the dominant group of nations...certain classes within the nation impose their dominance over other groups, determine the pattern of their internal social relations, and integrate their labor to the international capitalist system...the dominant, independent capitalist nations are at the center expanding outward with the intention of penetrating and feeding on the economies of peripheral nations, making them dependent. ³

Latin American writers, led by the 1982 Nobel Prizewinner, Gabriel García Márquez, subscribe to this view and consider the United States to be the main obstacle to political and social change in the southern hemisphere. In a New York Times article entitled, "Revolution and the Intellectual in Latin America," of March 13, 1983, U. S. Government and business are urged to heed the cries of contemporary novelists:

By holding aloof from the hidden dimension of the region's politics, the United States is passing up an opportunity to present its case to Latin America's principal opinion molders--a failure in the exercise of influence that could have large political consequences. The Latin American writers are wrestling with issues--endemic poverty, human rights, chronic militarism and the conflict between left and right--that are of universal concern...Nothing less than the continent's long-range political evolution may be at stake...Taken together, the intellectuals of Latin America form a kind of unofficial parliament in which the major political events of the day are discussed, integrated into the regional agenda, or allowed to fade from the public consciousness. 4

What the novelists have kept alive in the public consciousness for over a century has been a stereotyped figure of the American businessman as an exploiter in collusion with local entreguistas, agringados, and dictators. This stereotype has historical roots but is largely based on the reaffirmation and defense of Hispanic cultural norms or values. As Harris and Moran have pointed out, the greatest obstacle to industrialization are traditional values. American business faces insurmountable obstacles since it is perceived as a challenge to the Hispanic concepts of individualismo, dignidad, personalismo, and the emphasis on spiritual and human rather than commercial values; interest in poetry, literature, and philosophy rather than science and industry; and the greater importance placed on interpersonal relations rather than competitive individualism. 5

The five orientations that can explain a culture's value system place Hispanic and Anglo-Saxon societies at opposite poles. That is, Hispanics perceive man as basically evil, not good; man subjugated by nature, not as its master; time as past, not future, oriented; importance of being, not doing; and authoritarian, not individualistic, social relationships. 6

Since history is important to a past-oriented society, we shall briefly review the origin of the Hispanic value system.

First, we are speaking of a primarily agrarian society in which wealth and prestige are derived from land ownership. To this day, businessmen who acquire money through industry still invest in the latifundia. Even when technology is accepted as a necessary pre-condition to social betterment, it is seen as a threat to traditional values. Thus, there is no school of literature in Latin America arguing that technology and technological change represent values that should be adopted, cherished, and used as a means to a more meaningful life. ⁷ Rejection of an industrialized society's values means rejection of the United States which is their primary exponent.

Latin American education also reflects the values of a landed upper class, including the disdain for manual labor, industry, and trade. To move up the social scale, the typical Latin American will develop his intellectual skills to enter a profession like medicine or law. Entrepreneurial or commercial accomplishment is so alien to Hispanic values that when a Latin American succeeds in business, he is often believed to be descended from maranos (secretly practicing Jewish converts) or to be foreign. ⁸ Unlike the United States and Europe, Latin America has not evolved a middle class or bourgeoisie with a class consciousness and historical mission to develop the national economy. The middle groups fall between the top and bottom, between the landed aristocracy and poor Indian masses, and prefer to associate themselves with the aristocracy's hierarchical values and conservative philosophy. ⁹ The lack of a social responsibility and the greed for personal gain has had a profound effect on the continent's development. Private business suffers from a "historical disrepute" and is seen as detrimental to the national good. ¹⁰ This stems from the fact that wealth is seen as limited, not infinite, and aggrandizement will

bring about deprivation for others. While a wealthy man in Latin America is perceived as less happy and less good than a poor man, the United States still clings to the belief that "a rich man cannot be completely bad--or else he would not be rich." 11

Finally, we must mention the effect of these traditional values of an agrarian society on politics. The support of socialism as opposed to capitalism offers a way in which industrialization may be advocated without appearing to foster materialistic values. Historically, from the days of the Independence to the present, literati and politicians have advocated a kind of socialism evolved from a mixed economy that bypasses the capitalistic phase of development. Rejection of democracy is based on economic and cultural factors. First, it would require private ownership of land and educational training for social and political responsibility. Second, and most important, a hierarchical, rather than a pluralistic, society is favored; in fact, an "aristocratic democracy" has been considered the ideal form of government ever since the days of Bolívar. In reality, the strong-man in the form of a caudillo or cacique has dominated Latin politics since the Independence from Spain. Dictatorial rule became the norm while factionalism among the elite, an outgrowth of the colonial heritage of regional oligarchies and family interests, dominated politics. The nineteenth century witnessed countless civil wars pitting Liberals against Conservatives, republicans against monarchists, and Church against State. The gap between civilization and barbarity or city vs. rural elements has grown in this century, especially in countries with large Indian populations who live in a semi-feudal latifundio agrarian system.

It is these conditions that spawned the regionalist novel that inevitably contained an underlying anti-imperialist theme protesting the Spanish American War, military interventions in several Latin countries at the turn of the century, and the rapid expansion of U. S. business to the south. (Owing to space limitations, we shall be focusing on the portrayals of the American businessman in the remainder of the discussion; readers desiring greater detail on relevant inter-American history as well as the background of individual countries and authors are referred to my earlier studies.)¹² The first Spanish American novel to attain international renown was a regionalist novel, Doña Bárbara, by Rómulo Gallegos of Venezuela. In launching an attack against dictatorship, Gallegos must, of necessity, protest against the United States' collusion in the economic exploitation of Venezuela. As might be expected, the prototype of the American businessman, Mister Danger, appears. In a chapter entitled, "Los Derechos de Mister Danger," Gallegos masterfully synthesizes Latin American feelings toward the United States.

In this chapter, Danger is described as a middle-aged, stocky man--- a mass of muscles under a reddish skin with very blue eyes and flaxen-colored hair. He is a hunter armed with a rifle and a bigot who considers everyone without blond hair and blue eyes to be inferior. At first, he is received as someone who symbolizes hope through investment and new ideas, but he is soon recognized for what he is: an intruder and an opportunist. After teaming up with the ruthless cacica, Doña Bárbara, he steals enough land to set up his cabin; he lies in his hammock, lights his pipe, stretches his arms, flexing his powerful muscles, and exclaims: "¡All right! Ya soy en mi casa."¹³ His ungrammatical Spanish is symptomatic of his disdain

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for Hispanic culture and his inability to see reality is symbolized by his incorrect use of ser and estar. (He uses ser in cases where estar should be used: "soy contento," "no soy equivocado.")

Like most businessmen who represent the United States in the novel, Danger comes from a mysterious background: he is a native of Alaska, of Irish and Danish parents, who were gold prospectors. Guillermo Danger is not his real name; he uses it because of the foreboding it stirs. He boasts of being a man who has suffered injustices and points to New York newspaper clippings about "The Man Without Country." Danger also takes childish delight in showing off scars inflicted by a pet cub; his romps with the cub are merely rehearsals of his evil designs against innocent people. Although he is a hunter of tigers and alligators, he poses a greater danger to people than to animals. (This is most likely a reference to Theodore Roosevelt's policies toward Latin America.) Danger says that whiskey makes friends, but he uses liquor to cajole and victimize others. This is best exemplified in his cruel treatment of Lorenzo Barquero, who is kept in a drunken stupor while he signs away his land. Totally devoid of sensitivity, Danger has Lorenzo sign a paper selling him his daughter for five bottles of whiskey.

That animals and people deserve the same treatment by Danger is seen early in his relationship with Doña Bárbara. When the drunken Apolinar is murdered by Doña Bárbara and thrown into a pit with a dead horse, Danger's only objection is: "¡Oh! No estaba esta cosa en el programa...¡Pobrecito Coronel!"¹⁴ Similarly, in a chapter entitled, "Los Retozos de Mister Danger," no distinction is made between playing with an animal and playing with someone's life; in fact, Danger finds this entertaining. Thus, while one

of Doña Bárbara's spies is lurking outside, Danger dupes Balbino into revealing where he hides the stolen heron feathers that he is willing to sell to Danger. When Danger has amused himself sufficiently and humiliated his victim, he dismisses Balbino who now realizes that he has only been used; worse yet, he must escape from the area before Doña Bárbara takes vengeance on him. As the outraged Balbino is fleeing, Danger goes to sleep as relaxed as if he had had a romp with the cub.

This chapter presages the dénouement, for Danger confesses to Balbino that once quachafita (diorder) ends, he will also leave. Thus, when good triumphs over evil, and Doña Barbara disappears from the area, Danger sees that law and order are to prevail and he says to himself, "¡Se acabó esto, Míster Danger!", and moves on to conquer lands still vulnerable to exploitation.

While Danger is the most memorable North American character created by Gallegos, there are other minor images in former novels.¹⁵ But we shall only include here, Mr. Hardman, who appears in Gallegos' last novel, Sobre la misma tierra, published in 1944. We are no longer dealing with an independent entrepreneur but with a corporate man, for the novel is set in the oil fields of the Maracaibo region. Hardman, a noble and idealized figure, is the singular example of a corporate man in a setting that does not inveigh against foreign capital, but rather, seeks a rapprochement between North and South. Hardman, a man in his forties, has risen from oil driller to superintendent but admits: "Yo soy parte de una máquina que se maneja desde Wall Street."¹⁶

Ludmila Weimar, the protagonist, returns from New York after eighteen years to rectify the wrongs committed by her father: she wishes to make restitution of property that her father had seized for himself or had sold to the oil

companies. Ludmila incarnates the ideal Venezuelan whose conscience is rooted in national, not personal, interests. At the same time, Hardman is Gallegos' spokesman pleading for hemispheric understanding. This is symbolized by the potential marriage between Ludmila and Hardman which never materializes owing to Ludmila's inherent distrust of North Americans.

On a tour of the oil fields, Hardman gives an objective analysis of the industry's positive effects on the Venezuelan worker who has achieved a sense of pride, responsibility, and a class consciousness. Venancio Navas, a former employee of Ludmila's father, now works as an oil driller, but he reassures Ludmila that he will help her with her task of doing justice for Venezuelans.

Hardman admits that he is only an instrument of big business and would do more for local workers if it were possible. Finally, Hardman is disillusioned by his company when it is about to seize land illegally, and he returns to the United States to join the Army since World War II represents a worthier cause. Interestingly, Ludmila succeeds in redressing the wrongs of the past (with Venancio's help), just as Santos Luzardo had done in Doña Bárbara, but Hardman fails in his attempt to reform big business practices. Despite the author's optimism in stressing rapprochement through buena voluntad, and ideal Americans like Hardman, who speaks perfect Spanish and is a Hispanophile, the gap between North and South is not bridged. Ludmila rejects Hardman's proposal of marriage because she wants to complete her mission of justice and because she cannot overcome her bias against Americans, nor could she ever live in that strange country.

When we turn from Gallegos to Miguel Angel Asturias for the portrayal of the businessman, we go from a nineteenth-century political and literary orientation to one of the twentieth century. That is, dialecticism replaces determinism;

revolution, rather than evolution, is the answer to social problems; socialist realism, requiring action against problems, not just their description, replaces bourgeois realism; good and evil are no longer seen as isolated phenomena but are rooted in socio-political reality. The businessman is now a dehumanized figure symbolizing imperialism. Blame for social ills is increasingly placed on outside forces (U. S. political and economic intervention).

The Guatemalan novelist, Miguel Angel Asturias, 1967 Nobel Prize Winner, is the exponent par excellence of the anti-imperialist genre. While most novels use anti-imperialist protest as an underlying theme, Asturias makes it his primary focus of attack. The most caustic criticism of the United Fruit Company is found in the banana trilogy: Viento fuerte (1950), El Papa Verde (1954), and Los ojos de los enterrados (1960). It must be remembered that the end of the Good Neighbor Policy came with the end of World War II in 1945, and great disillusionment was experienced by Latin America regarding the United States which began heavy investment by corporations but largely ignored the South politically. By the 1950's, inter-American relations reached a nadir. 17 The controversial coup of Guatemala in 1954 made one thing clear to Latins: the United States' economic interests could provoke political and military intervention based on the assumption that to be anti-imperialist was to be pro-Communist or an enemy. Thus, the Agrarian Law of 1952 calling for expropriation of property owned by the United Fruit Company became the underlying reason for intervention.

It is no surprise, then, to note that Asturias' trilogy is the most bitter invective aimed at economic and political intervention by the United States in Latin America. In Viento fuerte, two well-meaning Americans, Lester and Leland Mead, fail in their attempt to organize the independent banana growers into a cooperative that can compete with the Tropical Platanera monopoly. Mead (alias

Lester Stoner, a stockholder of Tropical Platanera) goes to New York to address the company's Board of Directors and pleads the case of the banana growers but to no avail. After much soul searching, Mead decides to return to Guatemala as a simple banana grower rather than to remain in New York as a wealthy stockbroker. Mead is no match for the Green Pope whose description projects evil and myopia: "El Papa Verde lo veía con sus ojitos de gusano, tras lentes tan gruesos que formaban con las luces del escritorio círculos concéntricos, igual que si al final de los cartuchitos luminosos, en el fondo de los espirales, estuvieran depositados aquellos ojillos patentes inexpressivos, firmes, de metal de bala." 18

The Platanera moves to stop a strike by the banana growers; in desperation, an Indian, Hermenegildo Puac, has a storm unleashed that is to destroy the monopoly, but in so doing, the Meads are also swept to their deaths.

The second novel, El Papa Verde, traces the rise of Geo. Maker Thompson from pirate and contrabandist to imperialist. For him, there is no real difference between emporio (building of markets) and imperio (building of an empire) because progress is based on dominion through force. 19 In denoting the left hand of progress to be used as an anodyne for Guatemalans, he shouts: "¡Esta, ésta, la postiza, la mano del progreso falso, del progreso que les vamos a dar a ellos, porque la verdadera mano derecha la guardaremos para la llave de la caja y el gatillo de la pistola!" 20

Once again, the lack of rapprochement between North and South is symbolized by the refusal of marriage; this time it is Mayarí who tells Maker Thompson: "Los de tu raza, Geo., están despiertos siempre, pero nosotros, no; de día y de noche soñamos...Cierra los ojos, Geo.; no pienses, siente. Es horrible estar junto a una máquina de calcular." 21 Mayarí explains that dreaming

allows people to live for centuries since it ages them only on the inside, whereas North Americans age on the outside while remaining children inside, "adultos añados." Maker Thompson answers: "Nosotros, business; fantasía, ustedes; por eso vamos a encontrarnos siempre en polos opuestos." ²² The young Indian girl chooses to wed the Motagua River than the North American, thus fulfilling a Mayan legend with her suicide.

Anxious to have an heir for his fortune, Maker Thompson settles for Flora, Mayarí's mother, who dies while giving birth to Aurelia. Ten years later, a flagrant nordomanía has overtaken the area and there are rumors of outright annexation of the country by the United States. But the Green Pope, alias Maker Thompson, suffers a setback when Richard Wotton, an investigator for the U. S. Governemnt, disguised as Ray Salcedo, gathers first-hand damaging information against the banana company. Worse yet, he has an affair with Aurelia which results in the birth of Boby (bobo), called "el gringo," and known for his setting up of baseball fields and promoting the sport. The area is plagued by cultural imperialism provoked by economic and political imperialism: the American flag flies over the area whose language and currency are also of the United States. Everyone seems to have betrayed the Meads' cause, for they have abandoned the struggle for autonomy and have adopted American ways even to the point of Anglicizing their names or moving to the United States. Asturias thus chastises the elite's lack of national and social consciousness, and the petite bourgeoisie's blind imitation of the upper class and the foreign elements. A rival company, La Frutamiel, stirs up a boundary dispute, and war is imminent when Maker Thompson destroys the the other company by a stock-market maneuver, wins the boundary dispute, and become Green Pope, head of the

Banana Empire. Thus, evil triumphs and one is left with the impression that matters will worsen, not improve, for the Guatemalans.

The third novel, Los ojos de los enterrados, represents the thematic and aesthetic culmination of the trilogy. The first line in the novel attests to the resentment felt against the gringos: "¡Ya se están mamando otra vez los gringos!" A storm is gathering, but this time, it is of the masses who are uniting to reclaim Guatemala for the Guatemalans: "no pedir pan, sino país."²³ The protagonists are now the masses led by Octavio Sansur who make demands to replace the American flag, currency, and language with the Guatemalan equivalents and Spanish language. Bobby ridicules the demands and soon meets an ironic death when a prostitute kills him mistaking him for an intruder. The Green Pope suffers a grotesque death from cancer in Chicago; poetic justice is complete, for the masses on the march will never be stopped. According to the Mayan legend, the eyes of the dead will be closed since social justice has been realized. Subsequent events in Latin America and Guatemala, in particular, have relegated the theme of the last novel to being wishful thinking on the part of the author.

Gabriel García Márquez's social protest is not so obvious, for it makes use of humorous satire, but Cien años de soledad has expressed the most tragic conclusion of all: change is not possible, hence, human decadence and exploitation will only be eliminated by destroying the old order completely and starting anew. Instead of selective destruction, total destruction must take place as it does at the end of the novel. The past weighs so heavily on the present that it paralyzes action and makes people sink into a passive fatalism. The gringos are cleverly introduced in Chapter 12 amidst the technological inventions that Macondo residents reject: the movies, phonograph, and tele-

phone. Everything seems unreal, including the myth-like gringos: "Entre esas criaturas de farándula, con pantalones de montar y polainas, sombrero de corcho, espejuelos con armaduras de acero, ojos de topacio y pellejo de gallo fino, uno de tantos miércoles llegó a Macondo y almorzó en la casa el rechoncho y sonriente Mr. Herbert." ²⁴ Mr. Herbert is in the hot air balloon business, but no one in Macondo is interested in riding the balloons because they have already experienced the flying carpets of the gypsies. Mr. Herbert is about to leave when he tastes a banana; it is so good that he eats several before taking out precision instruments to examine the fruit as if it were a diamond. Although Herbert says nothing, in a few days, he is seen presumably hunting butterflies with a net and basket. Apparently, he is a "front man," for the next train brings agronomers, engineers, hydrologists, topographers, and surveyors who study the same areas in which Herbert hunted butterflies. Mr. Herbert disappears from the novel and Mr. Brown takes over with his associates in the banana company. We are now dealing with ruthless economic exploitation reminiscent of The Green Pope, but there is a difference: the gringos are in the background as an underlying anti-imperialist theme. No one knows exactly what the gringos want at first; they are even believed to be philanthropists. But they soon set up their own area on the other side of the tracks and surround it with electrified chicken wire. Endowed with divine powers, they change the course of the rainy season, accelerate the crop cycle, and change the course of the river to the other side of town by a cemetery, symbolic of destruction and death. Within eight months, the area has been transformed by moral corruption that has brought prostitution, gambling, and sex orgies. As Aureliano Buendía put it: "Miren la vaina que nos hemos buscado--no más por invitar a un gringo a comer guineo." ²⁵

The Buendía home is virtually a hotel for the gringos, who are guests of the worst kind with their boisterous behavior and demands, but they expect to be treated like kings. Ursula delights in trying to please the guests, but Aureliano Buendía locks himself in his room in order to avoid their intrusion. Only Remedios, who represents purity, "permaneció inmune a la peste del banano." On one occasion, a gringo watches her bathing by removing tiles from the bathroom ceiling. When he asks her to marry him, she replies that she could never marry a man who is silly enough to waste his lunch hour to watch her bathe. When Remedios ascends to the heavens clutching the sheets that she was folding, only the gringos do not believe the story; they insinuate that the family has invented the incident to protect their reputation since Remedios could not have been as pure as they believed. Once again, Americans do not know how to dream or to believe in miracles.

Mr. Brown replaces the local police with hired assassins; injustice and brutality are so rampant that Aureliano Buendía shouts: "Un día de éstos voy a armar a mis muchachos para que acaben con estos gringos de mierda." 26 Within a week, sixteen of his seventeen sons are mysteriously killed; the Church is implicated as an accomplice because it is the indelible ashes of Ash Wednesday that mark their identity forever. Meme is allowed to associate with Mr. Brown's daughter, Patricia, and she learns to play tennis, swim, eat Virginia ham, and speak English. Americans are generally to be avoided, for they have sarna (a contagious rash that symbolizes materialism and ambition). When Fernanda is head of the Buendía household, she does not allow anyone connected with the banana company to enter; even her brother-in-law, José Arcadio Segundo, is forbidden entry when he becomes a foreman of the company.

At this point, the workers strike, protesting that the company dispenses

a blue pill for all ailments and only provides portable latrines for every fifty people at Christmastime. When the demand for better working conditions is made public, Mr. Brown and his associates disappear. The company lawyers, "ilusionistas del derecho," produce a death certificate stating that Brown was run over by a fire engine in Chicago. In court, the workers have an even greater surprise because they are told that they do not exist but were just temporary help: "La compañía bananera no tiene ni había tenido nunca ni tendría jamás trabajadores a su servicio, sino que los reclutaba ocasionalmente y con carácter temporal." ²⁷ That is, the workers have no rights.

When the workers are told to go to the railroad station to discuss a settlement, they are massacred: they are given five minutes to disperse, but before the time is up, the machine guns open fire, and 3,408 corpses are taken to the sea by the train. José Arcadio Segundo, the sole survivor who jumps off the train and returns to Macondo, finds that no one knows anything about the massacre. In fact, the official government statements have verified that the workers' demands were satisfied and they went home in peace. This becomes the schoolbook version of the event; only José Arcadio Segundo knows the truth, and he dies muttering it.

When asked about announcing the date for improvement of working conditions at the banana company, Mr. Brown sees lightning in the sky and says that it will happen when the rain stops. The torrential downpour lasts four years, eleven months, and two days. Macondo has been destroyed, but love-making is better than ever, thus repeating the idea that wealth destroys happiness. García Márquez does not stop here, for Macondo is wiped off the face of the earth by a cyclone. Without resorting to such words as "imperialism" or "exploitation," García Márquez has written a powerful protest in which evil

triumphs in a definitive manner. Moreover, he has voiced a reaffirmation of traditional cultural values, for all seeming technological progress spells disaster as symbolized by the advent of the gringos, the train, and other inventions. The train, first introduced to promote the ice business, then bananas, prostitutes, liquor, and other trappings of technology and progress, ends up being the instrument of death during the massacre. As in most rural areas, the train symbolized hope each day it arrived, but this hope was dashed by reality: progress in the technological sense holds no benefits for the local people. Although the events seem absurd, they are mere exaggerations of the truth. García Márquez emphasizes that the banana company incidents all took place, including the dances to flaming pesos, the blue pill dispensed by company doctors, the portable latrines, and so on; everything is documented in the National Archives of Colombia.²⁸ Furthermore, the novelist was born in Aracataca (alias Macondo) in 1928 when the town was experiencing a "banana boom", which served as inspiration for its inclusion in Cien años de soledad.

In conclusion, García Márquez has written the novela de la tierra of a universal dimension; it is by no coincidence that Latin America's most famous novel reaffirms the recurrent themes of land, family structure (five generations of one family form the entire world of Cien años), and the defense of Hispanic values. Loss of land ownership is equated with the loss of life's meaning. Wealth through technology leads to misery and corruption. These represent traditional values that are the main obstacle to industrialization and the acceptance of American business in Latin America as being beneficial or desirable. The cultural synergy that would contribute to the economic and social development of Latin America through

corporate social responsibility by multinationals has not occurred. ²⁹
This literature confirms the predictions that intercultural communication will produce more friction as it intensifies and that the United States suffers from ethnocentrism that does not allow it to be on the receiving end of communication nor does it have the ability to empathize. ³⁰

The Latin American novel is a good point of departure for Americans to examine their image abroad, particularly as it relates to business practices. National stereotypes are crucial to intercultural understanding; their impact must be fully understood and their causes studied. ³¹ Literary stereotyping, as in the case of the American businessman, has been the subject of recent research. ³² As seen in this study, the stereotype is a vehicle of social protest, namely to inveigh against imperialism. Only Mr. Danger is convincing as a human being with individual traits even though they epitomize what Latins generally feel about Americans: materialistic without ethics or morality; boorishness and insensitivity to Hispanic values; a racist projecting superiority feelings; a childish streak that hides an evil nature; and a totally deceitful behavior. When the gringos arrive, they do not reveal their purpose; at first, they symbolize hope, then disillusionment for Latin Americans. After Callegos' figures, we do not have characterization, but rather, myth-like omnipotent imperialists like the Green Pope. In Cien años de soledad, the gringos are nameless anonymous banana company personnel except for Mr. Brown who appears now and then. He, too, is a phantom-like figure, for we know nothing personal about him. He is merely the company's spokesman. Since exemplary Americans like Hardman and Mead cannot reform big business practices, García Márquez has not portrayed any favorable images of

North Americans, and herein lies a lesson to be learned: corporate and government policies toward Latin America must change before the image of the United States is revised. In other words, the psychological and cultural baggage that weighs down the gringo in Latin America causes more "noise" in communication than individual behavior. This is why the novelists after Gallegos do not stress individual traits and even portray the most ruthless businessmen as speaking perfect Spanish.

The Latin American novel is being read throughout the world and will grow in its international influence. It is time for Americans, particularly businessmen, to heed its message. Only in this way will effective intercultural communication take place between North and South.

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- 10.) Terpstra, op. cit., p. 240.
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- 12.) Katherine J. Hampares, The Image of the Yankee: The North American Businessman in the Contemporary Novel of Spanish America (New York: Columbia University, Ph. D., 1968).
- 13.) Rómulo Gallegos, Doña Bárbara (Buenos Aires: Espasa-Calpe, S. A., 1963), p. 88. The novel was originally published in 1927.
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- 15.) For the discussion of La trepadora (1925) and Canaima (1930), see Katherine J. Hampares, "Two Views of the North American Businessman: Rómulo Gallegos and Miguel Angel Asturias," Interamerican Revista/Review (Spring 1972), 104-115.

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- 19.) Miguel Angel Asturias, El Papa Verde (Buenos Aires: Editorial Losada, 1954), p. 22.
- 20.) Ibid.
- 21.) Ibid., p. 26.
- 22.) Ibid., p. 16.
- 23.) Miguel Angel Asturias, Los ojos de los enterrados (Buenos Aires: Editorial Losada, 1960), p. 442.
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- 32.) Katherine J. Hampares, "Der nordamerikanische Geschäftsmann im südamerikanischen Roman: Die historischen und kulturellen Ursachen eines Stereotyps," Volume 9 of Stereotyp und vorurteil in der Literatur (Cöttingen: Vandenhoeck and Ruprecht, 1979), pp. 132-147.

TEACHING SPANISH FOR THE BUSINESS AND LEGAL
PROFESSIONS: STRATEGIES AND MATERIALS

by

Dr. Alvaro C. Pérez

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Waukesha, Wisconsin 53186

"Teaching Spanish for the Business and Legal
Professions: Strategies and Materials"

By Alvaro C. Pérez

As the means of transportation improved through the years, so did trade with foreign lands. With this trade, industry started to flourish and the International Law for Trade became a fact. Pacts and treaties were signed by nations for mutual protection. Countries began to invest in greater scale in other nations.

Large American corporations and companies following the example of the banks, started to open agencies, branches, subsidiaries, assembly plants and factories in other countries. During the last twenty years, but especially during the last decade, this trend has increased enormously due to the tremendous pressure of the competition for the world market. As it is today, industry is looking for cheaper labor and availability of raw material. Soon smaller businesses adopted the same attitude in order to offset the shrinking domestic sales cornered by foreign competition. This situation has created a need for well prepared professionals in this gigantic business world.

How do these corporations and companies know where, when and how much to invest in a particular country? It is very simple, through their experts who are the eyes and ears of their enterprise. Their fields vary within a wide range of professions: business, marketing, industrial engineering, international law, import and export, etc., who gather information and data in the foreign country and advise their headquarters of where, when and how much to invest.

Who are these experts? They are the trained professionals who in addition to their expertise in their own fields, know the culture and the language of the particular country. They sense study and analyze the political stability, the social needs and the economic pulse of the country in question. How do they do it? By means of firsthand information from news media, professional magazines and professional business contacts, thus bringing their companies up to date on the business climate in the particular country.

I believe that we, as teachers of foreign languages, have an important roll in the formation and training of these professionals. Now the question is: At what level do we start this particular kind of training? Experience shows us that the first two years of a language at the college level, give the student the basic mechanics of the language. In the third year, the students are beginning to express themselves in another language. Because of the very nature of the course, with the tremendous amount of new vocabulary and particularly because of the daily correspondance in the foreign language required by this course, it is most desirable that the

prerequisite be the third year of college language.

Since I worked over ten years in industry, in a technical as well as in an administrative capacity before becoming an educator, I have a fair knowledge of the factors that have to be stressed in preparing students for Professional Spanish for Business, which is the name of the course that I have taught for a number of years now.

While the course is open to all students, it is desired that students with a double major take it. Students majoring in business, computer science, pre-law, administration, marketing, etc. and a foreign language, are encouraged to further their knowledge with this course.

The material used in this course is actual material, that is to say, actual receipts, formats, letters of credit, business letters and so on, used by banks, industry, businesses and government agencies in their every day transactions. Psychologically, it helps the students to have more interest and to take a more active part in the activities to be achieved in the course.

The course usually has ten or twelve students. It starts by setting a corporation. Each student receives (theorically) ten million dollars and he/she is responsible for the growth of that capital. A corporation attorney (generally the most advanced student in the language) is hired to draw up the constitution and to write the bylaws. Once the rules are established (students input), the

election of officers is done and the board of directors is instituted. As an assignment, all students take notes of those meetings in order to write their minutes. All written work has to be done in the foreign language, typewritten double space. The entire course is conducted in the foreign language also. Correspondance with different domestic and foreign banks and businesses is established. Once the product to be manufactured is agreed upon, different areas of the country are studied for the location of the plant. Then starts the hiring of professional and technical personnel that will form the administrative body of the corporation. Several divisions are created with their respective vice presidents. Each student is the vice president of a division and his or her input is as important as the one of any other student. Each vice president draws up a list of the needs of his/her division and presents them to the executive committee and to the architect for study. Then bids are send out to engineering, architectural and contractor firms. The corporation attorney will look over all contracts. When the general area of the country is selected, a real estate agency is appointed to look for the best site for the plant. When the terrain is purchased, the engineers, architects and contractors will study it and begin the work. Mean while, the administrators are preparing the advertising and studying the prospective marketing areas and customers. The technical administrators are looking for the machinery and the equipment that will go into the plant. The personnel division is also busy lining up the future labor force. While the purchasing division is preparing bids for raw material.

All this enormous amount of work is done by correspondence and by meetings, where the students participate with their own ideas. The instructor is the monitor and mentor. Formats for city, county and state licenses are presented to the students, and they fill them out after they have been translated into the foreign language by the students themselves. The students are the direct representatives of their corporation while the instructor is the outsider. Every so often, the instructor sends a letter as if he were a neighbor factory or a private citizen complaining about some specific item. The students have to solve the problem by answering the letter. Items such as insurance, retirement plan for the employees, relations with labor unions, etc. are covered in the course. Sometimes, cases from the newspaper are followed up to see the courts decision. During my trips to Spain, I have gathered a large amount of formats of all kinds, which are used in class.

Every students is required to put together a dictionary with double entries, one English-Spanish and the other Spanish-English. This dictionary is built from scratch and as the students find new technical, legal or business terms, he or she incorporates them in their new vocabulary and so built their dictionary that will help them with their daily correspondence. At the end of the semester, all dictionaries are collected and a grade is given for them. Students in computer science have an advantage over the other students, they put together their dictionary with the aid of the computer. It seems that they enjoy it.

Different aspects of legal issues are presented to the students in the form of problems, which the students have to solve either individually, if the issue relates to his or her division or collectively, if the issue relates to the entire corporation. There are times when the corporation needs working capital for expansion, to buy raw material to fill out an unusually large order or because of a bad debt. Here the students are introduced to different ways of raising capital by selling select stock or common stock or by borrowing from a bank or from the government. All these decisions are collective ones and sometimes they lend themselves to lengthy discussions.

Once the students have a fair idea of the fluctuations of the market, each student will invest (theoretically) any amount that he or she estimates appropriate in the New York Stock Exchange or in the American Stock Exchange. Their investment is followed up daily in the newspaper until the end of the semester, when the entire class will see how productive each investment was or if there were any losses of capital. The students are also shown how to interpret the news, articles and charts that appear in the Wall Street Journal.

After certain amount of domestic transactions have been experienced, the students are introduced to the import and export activities. From applying for import licenses to the shipping and collecting receivables. Some of the most common facts of law restrictions with respect to imports are presented to the students. As the final exercise, and toward the end

of the semester, the corporation founded by the students is liquidated according to the law and to the rules and regulations and by applying the provisions stated in the constitution and in the bylaws of the corporation.

Some of the student evaluation is done during the semester, through their work, innovating ideas and class participation. The dictionary that each student puts together during the semester contributes some part of the final grade. The final examination will consist of business problems similar to those already seen in class, but with some additional aggravating circumstances.

As I mentioned before, I have taught this course for several years now, and in spite of the great amount of work involved, the students seem to enjoy it and, so far, it has been successful. By forming a corporation the students are exposed to all kinds of problems, issues and activities found in the business world.

One final thought. The idea of the course is not to teach the students all there is about the business world, it would be impossible, only experience in the field would do that, but the main goal is to give them a solid base as far as legal and technical vocabulary and to show the students how important and valuable it is for their future careers to have the knowledge of a foreign language and its culture, thus giving them the incentive of continuing the study of the foreign language of their choice.

DEVELOPMENT AND IMPLEMENTATION OF A COURSE
IN DOCUMENTS TRANSLATION

by

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Development and Implementation of a Course
in Documents Translation

John J. Deveny, Jr.

The Spanish section of the Department of Foreign Languages and Literatures at Oklahoma State University has offered, since 1979, a course on translation of various types of official and quasi-official documents. The course includes translation from Spanish to English and English to Spanish, with emphasis on the former. The types of documents utilized in the course include academic documents such as transcripts, banking documents such as letters of credit and financial statements, legal documents such as powers of attorney and contracts, documents involving the sale and operation of aircraft, technical documents, and miscellaneous other types of documents.

The reason for giving such a course was that it had become clear to the Department that our graduates were having to deal with such documents in their respective work situations, yet the preparation which they were getting in their courses did not prepare them to do so. Previous to the development of this course students were taught virtually nothing of translation, and most of the texts to which they were exposed were literary in nature. Thus they were not getting any exposure to the vocabulary, the syntax, the style, and various other problems which these documents can present.

Examples of such problems include problems of legibility, which hardly ever occur in commercial textbooks. One such case involved an onion skin carbon copy of a telegram which had been sent to the Department by the Federal Aeronautics Administration for translation. This document was extremely difficult to read. Such a translation is feasible only by reconstructing the illegible areas, and such reconstruction must be done based on experience in translation and in particular, in translation of documents which utilize similar vocabulary and style.

Other problems encountered in such real documents are the existence of outright errors, which must be detected and dealt with so as not to compromise the meaning of the document, and problems of complicated or even uneducated style, which make a respectable translation very difficult to deliver. One such document which is used in the course is an adoption decree which is so poorly written in Spanish that the only way to make an acceptable translation of it is to paraphrase and synthesize the apparent intended meaning.

When confronted with the need to render such translations, former students would call the Department long-distance for assistance. While the Department was glad to provide such assistance, in view of the difficulties of making an accurate translation of an involved text over the telephone, it seemed much more logical and efficient to provide students with adequate

training in translation during their University experience. The Department therefore decided to create a course to serve this need.

Rather than using a commercial text for the course, members of the Spanish section pooled copies of documents which they had translated for numerous businesses, government agencies, and private individuals. Names of private individuals or businesses were changed on the documents insofar as was feasible in order to maintain any confidentiality which might be involved. The documents were then organized by category and approximate level of difficulty, numbered, duplicated, and punched so they would fit into a three-ring binder. These documents constitute the textbook for the course and are sold to the students at cost.

Many of these documents came from foreign students who had begun their college training in their home countries and who needed a professional translation of their transcripts to present to the University registrar. These same students also provided a number of letters of credit or financial statements from banks in their home countries. Such letters are required by the University Bursar before foreign students are allowed to enroll, and must be translated into English.

Other documents were made available by Department members who had contracted with a number of international businesses to

provide translation services, or who themselves had had international dealings which had required translations, or who had contracted with government agencies, such as the Federal Aeronautics Administration, for translation services.

The genuine nature of these documents enhances students' interest in working with them in the course. Students apparently view these translations as a type of apprenticeship which has near-term, very practical applications, and they involve themselves in the course more completely and enthusiastically than do students who are merely performing typical textbook exercises. Such enthusiasm and involvement makes teaching the course a gratifying professional experience.

This course is taught on the fourth year level. Students are allowed to enroll in it with as few as 20 semester hours previous study in Spanish (i.e. 10 hours basic and 10 hours intermediate Spanish or the equivalent of these). This much prior study is generally sufficient for a reasonably bright student to do well in the course, although students who previously have had upper division Spanish courses generally have an easier time with this course, particularly in the early weeks.

The course was designed as the first in a series of courses whose purpose it was to move the Department away from the orientation which was typical of such departments through the mid-1970's; that is, a department in which literary study predominated

at the upper-division level, and a department whose graduates, by and large, were preparing for a career at some level in the field of education. The current situation among the Department's majors is that only about one-third of them are preparing for teaching careers. The rest enter job market in other areas, frequently in business or government. Hence, the utilitarian value of this course can be easily seen.

The most effective teaching procedure for this course is to request several students simultaneously to write segments of the assigned translation on a blackboard. The professor then points out problem areas and asks for other renditions of the passage. Different options are written above the erroneous translation, and the reasons for the changes are explained. As students become accustomed to a certain type of document, translations can be given orally in order to make more efficient use of class time.

Useful testing procedures include selecting and reproducing passages from documents which have been treated in class as well as selecting and reproducing passages from documents which are similar to those which have been treated in class but which themselves have not been seen by the students. This enables the instructor to observe students' progress in translating the documents studied while at the same time, the knowledge that part of the test will be familiar material makes the examination procedure less threatening.

Another useful testing procedure is to choose selected sentences from the documents which may have proven specially problematical or which are illustrative of an important point which students need to have mastered in their translation. While this type of examination question loses the advantage that a more complete context offers, it is more efficient in regard to the amount of time available for testing.

Students are required to have a hardbound bilingual dictionary for the course. It is preferred that they use the Simon and Schuster's International Dictionary, but students who already possess an adequate dictionary, such as Cuyás, Cassell's, or Velázquez, are not required to purchase the Simon and Schuster's. Students are also referred to other dictionaries such as the Pequeño Larousse Ilustrado, the six-volume Larousse Universal Ilustrado, the Diccionario de la Real Academia, or technical dictionaries such as the Glossary of Agricultural Terms, compiled by the American Language Center of the American University, Washington, D.C., and revised in 1972 by the Rockefeller Foundation.

In addition, students are informed in the first class, of the need to be resourceful in their quest to establish meaning and in particular, emphasis is placed on the need to use unorthodox sources of information in order to facilitate their translations. Students are referred to such sources of terminology as foreign

college catalogs, textbooks written in Spanish, and bilingual practitioners of the field in which the document is written. Students are also informed of the need to cross-check words in order to be sure that renderings are accurate.

In the appendix are examples of several types of documents which are used in the course. The first of these is a typical letter from a bank, certifying the ability of a student's family to pay his educational expenses while in the United States.

The second document in the appendix is a high school diploma, the third is an examination voucher, and the fourth is a high school transcript. An examination of these documents will show several of the problems alluded to earlier, such as illegible handwriting, unusual terminology, mysterious abbreviations, and matters of cultural content, such as the quality point system used on the transcript, which must be dealt with by the translator.

The next document is the first page of a seven-page adoption decree. This is one of the most difficult documents in the course, due to the legal language used, the length of the document, the long, tangled sentences used, and the lack of transitions from one idea to the next.

Following is a proxy marriage certificate and after that, a birth certificate. These documents are relatively straightforward but nevertheless do contain the vagaries of style, the typographical errors, and other similar problems which are typical of genuine documents.

The next document is a NOTAM, or Notice To Airmen. The technical nature of the document poses a number of problems for any translator, and especially for student translators.

The last two documents represent, respectively, one page of a contract which was translated into Spanish and one page of a technical service manual for a "cherry picker" aerial bucket. The problems involved in translating such documents into Spanish are, of course, different and, for American students, in many ways more difficult than the problems involved in translating from Spanish to English. For this reason such documents are held to a minimum in the course. In addition, the need which the course was meant to fill was more in the area of translation into English rather than into Spanish.

Documents used in the course are constantly being changed as new, and more suitable documents arrive in the Department to be translated. This keeps the course current and adds variety to the material used, which helps to heighten the instructor's involvement with the course through subsequent semesters.

The popularity which this course has enjoyed over the years undoubtedly stems from the fact that it has almost immediate practical application in the real world, and it has filled a real need among students.

Oklahoma State University

APPENDIX

Banco Caracas

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Director Calleguero
Rancocas
Tels 22562 Rancocas

Compañía Anónima
Capital Pagado Bs. 75.000.000.00
Establecida en 1890
Caracas, Venezuela

Apostado de Cuentas
N. 2.065
Lima Pórtel 101

Caracas, 5 de febrero de 1.979

Señores:
CONSULADO DE LOS ESTADOS UNIDOS DE
NORTE AMERICA.

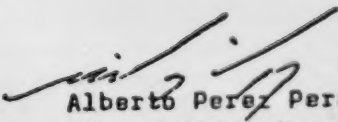
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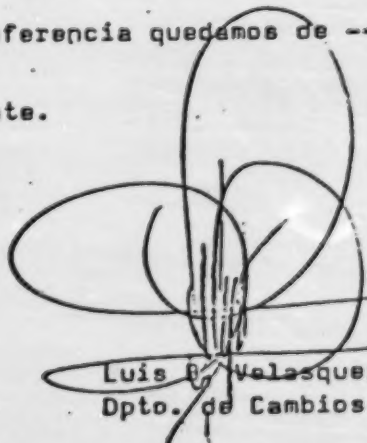
Por medio de la presente tenemos el gusto de presentarles al Sr. Alfonso Gomez García, quien viajará a la ciudad de Oklahoma City por espacio de un año, en planes de Estudio.

Por tal motivo, el Sr. Alfonso Gomez (padre del Sr. Alfonso Gomez García y cliente nuestro) se ha comprometido con nosotros de enviarle una remesa mensual de - US\$. 500,00 durante la permanencia de su hijo en los Estados Unidos.

Sin más a que hacer referencia quedamos de --
ustedes.

Muy atentamente.


Alberto Perez Perazzo.
Div. Internacional.


Luis B. Velasquez.,
Dpto. de Cambios.-

APP/LBV/prf.

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139

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República de Venezuela
MINISTERIO DE EDUCACION
 Dirección de Apoyo Docente

TITULO DE BACHILLER EN CIENCIAS

que se otorga a ALFONSO GUILLERMO GOMEZ GARCIA ***Cédula de Identidad: E92326408
 nacido(a) en LIMA PERU***** el 29 de MAYO de 1961
 previo el cumplimiento de los requisitos exigidos por la Ley.

Caracas 19 de FEBRERO de 1979

Alfonso Ramírez
 En delegación del Ministro de Educación
 El Director de Apoyo Docente



[Signature]
 División de
 Control y Evaluación de Estudios

Datos del Registro:
 N°

79E81215397
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 EGRESO 1978

Lugar para
 inutilizar
 Timbre Fiscal
 de Bs. 5,00
 (cinco bolívares)



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REPUBLICA DE VENEZUELA
MINISTERIO DE EDUCACION
DIRECCION DE APOYO DOCENTE

Assign 7
1973

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COMPROBANTE DE EXAMENES

AÑO: 2º CICLO: 2º MENCIÓN: C

ASIGNATURA: Código de Tiempo

NOMBRE DEL ALUMNO: Gomez, R. Hugo Guillermo 81215397

FECHA DE EXAMEN		
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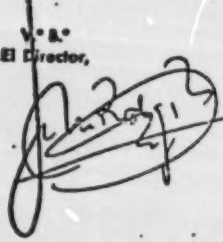
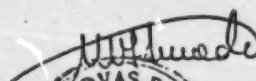
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ESTUDIOS GENERALES DE SEGUNDA ENSEÑANZA	Matriculado en el curso de	En el Instituto	Se examinó en	Calificación de los exámenes		OBSERVACIONES
				Ordinarios	Extraordinarios	
Plan 1957 GRADO SUPERIOR CURSO QUINTO Religión Ciencias Naturales Idioma Extranjero (el mismo de Grado Elemental) Dibujo Formación del E. Nacional Educación Física y Deportiva Hogar OPCION LETRAS Griego Latín OPCION CIENCIAS Matemáticas Química CURSO SEXTO Religión Filosofía Lengua y Literatura Española H. del Arte y de la Cultura Formación del E. Nacional Educación Física y Deportiva Hogar OPCION LETRAS Griego Latín OPCION CIENCIAS Matemáticas Física	1947-48	Vicente Espinal		Notable BIEN INSUFICIENTE INSUFICIENTE NOTABLE BIEN		Colegiado
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Verificó el examen de Grado Superior en este Instituto el día 3 de Julio de 1946 con la calificación de BIEN
hizo el depósito que señala la ley para obtener el Título de Bachiller.

COU Lengua Española Idioma Extranjero (INGLES) Matemáticas Seminario Cívico-Social Seminario F. religiosa FISICA QUIMICA BIOLOGIA	1947-48	Canoas del Castillo		BIEN NOTABLE NOTABLE BIEN BIEN NOTABLE NOTABLE NOTABLE		Colegiado
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CERTIFICO la exactitud de estos datos, conforme con los documentos originales que obran en la Secretaría de mi cargo, y a petición del interesado remito esta certificación al Ilmo. Sr. PERSONAL

El Director,  El Secretario, 
30- Noviembre - 1947
EL FUNCIONARIO ADMINISTRATIVO 


Número total de asignaturas aprobadas que constan en esta Certificación



187



JUZGADO TERCERO DE LO CIVIL
MEXICALI, B.C.

EL CIUDADANO LICENCIADO ADAN CUETO ANADOR, SECRE--
TARIO DE ACUERDOS DEL JUZGADO TERCERO DE LO CIVIL--
DE ESTE PARTIDO JUDICIAL DE MEXICALI, ESTADO DE BA
JA CALIFORNIA, -----

----- C E R T I F I C A -----

QUE EN LOS AUTOS DEL JUICIO DE JURISDICCION VOLUN--
TARIA DE ADOPCION, REGISTRADO BAJO EL NUMERO ---
601/75, PROMOVIDAS POR JOE BENNY ZINN Y ANNE ---
ELIZABETH HELLINGSWORTH, OBRAN ENTRE OTRAS LAS ---
SIGUIENTES CONSTANCIAS QUE A LA LETRA DICEN: ---

----- S E N T E N C I A -----

----- Mexicali, Baja California, a seis de Marzo
de mil novecientos setenta y cinco. -----

V I S T O S los presentes autos de Ju--
risdicción Voluntaria de Adopción Expediente Núme--
ro 601/75, para dictar sentencia definitiva, promo--
vidas por BENNY ZINN JOE y ANNE ELIZABETH HILLINGS
WORTH y -----

----- R E S U L T A N D O -----

----- Por escrito de fecha cuatro de marzo de ---
mil novecientos setenta y cinco, comparecieron ---
ante este Juzgado por su propio derecho los CC. ---
Joe Benny Zinn y Anne Elizabeth Hillingsworth, ---
promoviendo en la Vía de Jurisdicción Voluntaria--
Diligencias de Adopción, en los términos previstos
por los Artículos 878 y 908 del Código de Procedi--
mientos Civiles, para el efecto de que se les con--
cediera la adopción del menor Nicolas José de ---
veintitres días de edad, el cual se encuentra bajo
la custodia del Tutor designado señor Marciano ---



JUZGADO TERCERO DE LO CIVIL
MEXICALI, B.C.

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Agencia Fianza
MPRE. N° 8044
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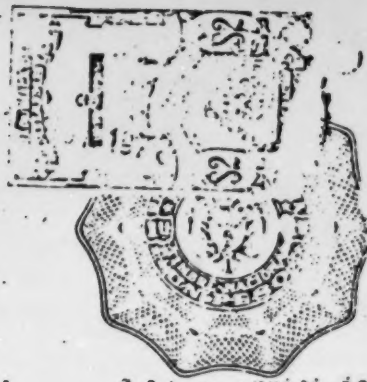
H-75 N: 18552980

Yo, Enrique Vélez Gil de Nacionalidad Venezolana, Titular de la C.I.V.No. 4018630, Mayor de edad, de profesion estudiante y domiciliado en el Estado de Oklahoma, Estados Unidos de Norte América, por el presente documento confiero poder especial al Ciudadano Venezolano Manuel José Delgado Seara C.I.V.No. 7409749 a los fines de que ejerza mi representación legal conforme a lo establecido en el Art. 85 del Código Civil, en el Matrimonio Civil que deseo se celebre con la Ciudadana María Elena Alvarez Ferrero, titular de la C.I.V.No. 4709069. A los efectos anteriormente señalados y dando cumplimiento a las disposiciones legales que regulan la materia, hago las precisas identificaciones que exigen las leyes Venezolanas: La persona seleccionada para representarme en el acto del Matrimonio el el Ciudadano Manuel José Delgado Seara titular de la C.I.V.No. 7409749, domiciliado en la ciudad de Barquisimeto, Estado Lara, y hñil en derecho. La persona con la cual aspiro contraer Matrimonio es la Ciudadana María Elena Alvarez Ferrero de mayor edad, Venezolana, Titular de la C.I.V. 4709069, de profesion estudiante y domiciliada en la Ciudad de Barquisimeto, Estado Lara, quien es hija de los Ciudadanos Emilia Rosa Ferrero domiciliada en Cabimas, Estado Zulia, y del Ciudadano Adelmo Alvarez de profesion comerciate y con domicilio en Cabimas, Estado Zulia, tambien. Mis padres son los Ciudadanos Angel Maria Velez y Carmen Pastora de Velez Lugo, ambos Venezolanos, con domicilio en Cabimas, Estado Zulia, y de profesion comerciantes. Igualmente deseo manifestar en el presente documento la identifi- cación de los Ciudadanos que aspiro participen como testigos en el acto del Matrimonio, ellos son: Rosa Maria de Suárez, quien es Venezolana, mayor de edad, con domicilio en la Ciudad de Barquisimeto, Estado Lara y quien es Titular de la Cédula de identidad No. 1431064, y el Ciudadano Arnoldo Suárez, Venezolano, Titular de la C.I.V.No. y de profesion profesor. Confiero el presente poder en la Ciudad de Stillwater, Oklahoma, a los ocho días del mes de febrero de 1979.

Enrique Velez Gil

CI. 4018630

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"=:COMO NOTARIO PUBLICO DE ESTE CIRCULO DE PEN-
SILVANIA A PENCION VERBAL ENTIDO A CONTI-
NUACION COPIA TEXTUAL DE LA SIGUIENTE PARTI-
DA:++DIEGO SALAZAR:="

En la Republica de Colombia Departamento de -
Cundinamarca, Municipio de Pensilvania a cuatro del mes de Febrero de mil
novecientos cuarenta y cinco se presentó el señor Arturo Salazar
mayor de edad, de nacionalidad Colombiano natural de Pensilvania,
domiciliado en Pensilvania y declaró: Que el día 29 del mes de Enero
de mil novecientos cuarenta y cinco siendo las nueve de la noche
nació- en este poblado del municipio de Pensilvania Republica de
Colombia, un niño de sexo masculino a quien se le ha dado el nom-
bre de DIEGO hijo legitimo del señor Declarante de 34 años de edad
natural de Pensilvania, Republica de Colombia de profesion Agricult-
tor y la señora Atilde Henao de 29 años de edad, natural de Pen-
silvania Republica de Colombia de profesion Oficios Domesticos.-
siendo abuelos maternos Pedro Salazar y Susana Jaramillo y abuelos
maternos Benjamin Henao y Susana Mejia.- En fé de lo cual se firma
la presente acta.- El declarante (FDO) ARTURO SALAZAR.- El Testigo
(FDO) RODRIGO RAMIREZ CARDONA.- El Testigo (FDO) ERIC JOE HEBERLE
El Notario (FDO) LAUVICILDO PINEDA O. y un sello.-
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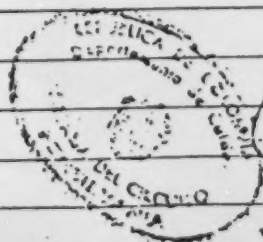
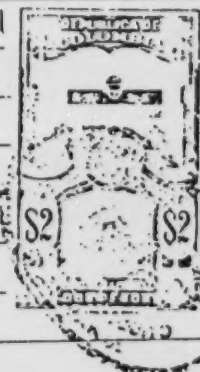
Articulo 115 Dec. 126 de 1.970.-

Dchos way la/62.-

Pensilvania, Noviembre 4 de 1.971.-

El Notario.-

[Handwritten signature]
ARTURO SALAZAR



REPUBLICA DE COSTA RICA
MINISTERIO DE OBRAS PUBLICAS Y TRANSPORTES
DIRECCION GENERAL DE AVIACION CIVIL
DEPARTAMENTO DE AERONAVEGACION
OFICINA DE INFORMACION AERONAUTICA

RESUMEN MENSUAL DE NOTAM CLASE I

MES DE MARZO = 1977

AD28/77 NOTAMR AD11/77 MROC

Resumen mensual de NOTAM clase I en vigor hasta la fecha en COSTA RICA. Los Notam que no aparezcan han sido cancelados o suficientemente difundidos.

AD81/76 NOTAMN MROC MRPV.

Porción al oeste de Cabecera de pista 09 marcada con X en el AEROPUERTO INTERNACIONAL TOBIAS BOLANOS (PAVRS), no es utilizable.

AD04/77 NOTAMN MROC

A partir de Enero 11/1800Z, y hasta nuevo aviso, quedará fuera de servicio el Radiofaro NDB del Carmen frecuencia 328 KHZ, identificación TIZ, coordenadas 10°13' N 83° 29' W.

AD06/77 NOTAMN MROC

A partir de Enero 28/1200Z, entrarán en operación normal los sistemas nuevos de iluminación en el AEROPUERTO INTL. JUAN SANTAMARIA (COCO), como se especifica a continuación:

- a) Luces en la totalidad de la pista
- b) Luces de calle de rodaje, estacionamiento, y zona de precalentamiento.
- c) Sistema de iluminación de pendiente de aproximación
VASI - 6,30 de abertura, 300 de abertura, para la pista 06
- d) Sistema visual Vector para la pista 24
- e) Sistema de luces de aproximación MALSR/RAIL para la pista 06.

AD10/77 NOTAMN MROC

A partir de marzo 04/0000Z, se autoriza el ascenso en VMC, para aeronaves a propulsión Turbo-Helice y Turbo-Reactores; siempre y cuando la visibilidad sea mayor de 9.000 metros y el techo no inferior al de la altitud mínima de la ruta en que saldrá la aeronave.

ELJ/amb

13-04-77.

LETTER OF INTENT

Hispano Toledana, S. A. and TRACTO International, Inc.

Hispano Toledana, S. A. (Hitosa) and TRACTO International, Inc. (TII) agree to use their best efforts to achieve the following goals and objectives and hereby confirm their intentions to be as follows:

1. Term: This letter of intent shall establish a one year trial period to determine whether or not TII and Hitosa are compatible on a manufacturer-distributor relationship basis. Upon completion of the first year of business both parties will evaluate the past year's performance, and provided both parties are willing, a formal dealer agreement will be executed for the period of four years. Meanwhile, during this trial period or thereafter until another agreement is executed, either party may terminate the relationship without cause upon receipt of written notice. Termination to be effective 10 days after receipt of such notice by Hitosa. There shall be no obligations between the parties upon termination except as follows:
 - a. agrees to repurchase all new and unused TRACTO machines at the original invoice price plus a reasonable allotment for freight, insurance, handling and import duties.
 - b. TII agrees to repurchase all new and unused TRACTO spare parts at the then current invoice price less a 10% restocking charge. A reasonable allotment for freight, insurance, handling and import duties will also be included.
2. Hitosa intends to maintain and establish outlets for sales, promotion, demonstrations and service of TRACTO products according to the following:
 - a. Madrid - 3rd quarter 1977
 - b. The remainder of the Branches - 1st quarter 1978
3. Hitosa agrees to use best efforts to purchase \$150,000.00 U.S. dollars FOB value of TRACTO products during the remainder of 1977. TII understands that this is merely a goal and is not binding upon Hitosa. Both parties intend this amount to be a reasonable goal.

II. SPECIFICATIONS

The UEC SKYJACKER, Model JG 37-18, is a one-man electro-hydraulically operated articulating boom aerial device designed to raise a man to a working height of 37 feet, with a rotational capacity of 360°, and a maximum working reach of 18 feet from the center of rotation.

Ratings:

Rated Load Capacity - The maximum weight capacity of this aerial device is 300 pounds in the bucket in all operating positions. The unit is designed to carry only platform loads consisting of the weight of personnel and items carried on or in the bucket. The unit is not designed for supplemental loads which may be fixed directly to the booms or to load carrying attachments such as jibs, hoists, or lifting attachments.

Height - The height at maximum elevation, from the floor of the bucket to the ground, is 32 feet when mounted on a chassis meeting the minimum requirements stated herein.

Reach - Maximum reach, measured in the horizontal plane from the centerline of rotation to the outer edge of the bucket, is 18 feet.

Pressure - Maximum pressure of the hydraulic system, as governed by the relief valve setting is 1550 psi.

Voltage - The electrical system works from two batteries connected in parallel for 12 volt D.C. operation.

Descriptions:

Hydraulic System - All functions are powered by a compact electro/hydraulic power package consisting of a 12 volt

EL MODULO DE DOCUMENTACION MERCANTIL
EN LA ENSEÑANZA DEL ESPAÑOL COMERCIAL

by

Dr. Nelly E. Santos

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Modern Languages Department
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City University of New York
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New York, New York 10010

EL MODULO DE DOCUMENTACION MERCANTIL
EN LA ENSEANZA DEL ESPANOL COMERCIAL

Nelly E. Santos
Baruch College of the City University
of New York

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Los procedimientos y la utilización de la documentación mercantil descansan en las prácticas y usos generalizados en el proceso de un sistema económico. Muchos de ellos se derivan de antiguas leyes, usos y costumbres tanto de la marina mercante como del comercio ultramarino.

Toda transacción comercial se basa en un contrato de compraventa y los términos empleados en su redacción desempeñan la trascendental tarea de determinar el punto exacto en que la propiedad de la mercancía se transfiere del vendedor al comprador. El contrato define también los deberes y gastos del vendedor hasta dicho punto, así como los del comprador a partir de entonces. El estudio de los más usados documentos mercantiles y la interpretación de los términos de comercio internacional constituyen el módulo de documentación mercantil en un curso superior de Español Comercial.

Exportadores e importadores tropiezan básicamente con tres tipos de obstáculos:

1. Saber qué ley nacional resulta aplicable a sus contratos
2. los derivados de la insuficiente información, y
3. los que se originan por la diversidad de interpretaciones.

El primer obstáculo se refiere al conocimiento y manejo de la ley comercial y de transporte internacional. A menudo, las partes contratantes desconocen las diferencias existentes en las prácticas comerciales de sus respectivos países y este desconocimiento es, a menudo, semillero de disputas, pleitos, multas y la consiguiente pérdida de tiempo y dinero. Para aliviar estos obstáculos es necesario que los contratantes estén versados en la terminología de comercio internacional, pues su uso reduce considerablemente estas dificultades.

El cuerpo de esta terminología se conoce como INCOTERMS (International Commerce Terms) o los Términos de Comercio Internacional. Fueron establecidos por la Cámara de Comercio Internacional con sede en París. Uno de los principales cometidos de esta Cámara cuando se estableció, en 1920, consistía en definir y publicar los términos comerciales más familiares, con una explicación de su significado, tal como lo aceptaban 13 de los principales países mercantiles dedicados al comercio internacional en gran escala. El resultado de aquella labor fue la publicación de un folleto conocido hoy como Incoterms 1953, cuya última edición ha sido publicada en 1955. Esta última edición contiene gráficos que indican la manera en que 18 países interpretan diez de las cláusulas generales que actualmente se utilizan en el comercio internacional. Cuando existían grandes diferencias en la práctica usual la CCI (Cámara de Comercio Internacional) adoptó el principio de que un precio contractual establecido sobre la base de los Incoterms 1953 entrañaría un mínimo de obligaciones por parte del vendedor, dejando a las partes el cuidado de estipular en sus contratos obligaciones de mayor alcance que las establecidas en la serie de normas si lo juzgaban oportuno.

Ya establecida la procedencia de los Incoterms o Términos de Comercio Internacional, vamos a determinar su uso y su interpretación en una sólo de las dos más comunes operaciones de comercio: la exportación.

Las exportaciones están amparadas por la Legislación Nacional de cada país cuya definición operativa es clara y precisa: "salida legal del país de cualquier mercancía nacional o nacionalizada con destino al extranjero." De esta definición espigaremos tres términos: "legal," "nacional/nacionalizada," y "al extranjero," pues, en esencia, representan la base de una operación de comercio de exportación. Si la salida del país de una mercancía es ilegal, hablamos de "contrabando." Si esta salida legal lleva productos que no sean nacionales o nacionalizados, hablamos de una "reventa." Si esta salida legal de mercancía nacional o nacionalizada no va al extranjero, estamos hablando de un intercambio cualquiera, más no de exportación.

Una exportación puede tener o no carácter comercial. En este trabajo nos ocuparemos de aquella comercialización internacional con carácter comercial o sea aquella que origina una contraprestación sea de moneda extranjera (divisa) o de moneda nacional, bienes y/o servicios. De esta contraprestación precisa el país exportador para sus importaciones y para cumplir con algunas obligaciones financieras en el exterior.

Las transparencias que presento a continuación especifican los Incoterms de acuerdo a cómo se emplean y señalan en los términos de un contrato tanto de venta como de transporte:

1. Transparencia: Tipos de cotización utilizados en las compraventas internacionales: A partir de la fábrica, mina, molino o plantación
2. " " Franco Vagón (libre en el tren (FOR); Libre en el camión (FOT) indicando punto de partida
3. " " Franco al costado del buque (FAS) Indicando puerto de embarque
4. " " Libre a Bordo (FOB) Indicando puerto de embarque
5. " " Coste y Flete (C & F) Indicando puerto de destino
6. " " Coste, Seguro y Flete (C.I.F.) Indicando puerto de destino
7. " " Sobre Muelle. Indicando puerto de destino
8. " " Entrega libre. Indicando punto de entrega

El procedimiento de la exportación es un encadenamiento sucesivo de toda una documentación solicitada por tres diferentes fuentes: a) el gobierno del país exportador; b) el gobierno del país importador; c) las compañías navieras; y, d) los bancos.

El país exportador requiere, por ejemplo, una declaración de exportación hecha por el exportador o embarcador (Shipper's Export Declaration) en la cual se describe el embarque, su cantidad, su valor y su puerto de destino. Esta declaración no sólo facilita la compilación de las estadísticas nacionales del volumen de las exportaciones, sino que sirve como un medio de control de exportación con relación a la

naturaleza de la mercancía, su destino, su consignador y su consignatario.

Por su parte, el país importador requiere también de otros documentos, tales como la factura consular o el certificado de origen, documentos que juegan un papel importante en el ejercicio del control de mercancías restringidas por medio de cuotas o cuya exportación está prohibida.

Las compañías navieras requieren también documentos. De entre estos el más conocido es el conocimiento de embarque para las mercancías de tráfico marítimo y la guía aérea para las mercancías de tráfico aéreo.

Los bancos especifican también una documentación relacionada con el financiamiento internacional del embarque antes de proceder al pago de una carta de crédito o aceptar un giro.

Tratemos ahora de simular un proceso de exportación de un embarque marítimo. Una venta de exportación, generalmente, se origina al recibo de una petición o de una orden por parte de un comprador extranjero. Esta petición o esta orden, por regla general llega por correo aéreo o por otros medios de comunicación más rápidos: el cablegrama, el telex o el teléfono.

El primer paso en el proceso de exportación es la obtención de una decisión de crédito para el pedido. Una vez aprobados los plazos del crédito, se confirma el pedido tanto al cliente como al departamento de producción para su trámite. Esta confirmación ha de incluir la fecha aproximada de entrega, de embarque (de la fábrica o del muelle), el precio correspondiente a la lista de precios pre-establecida; los plazos de pago y la forma de embarque. Muchas veces, puede informar también la naturaleza del embalaje, las marcas de los bultos, etc. Si el embarcador necesitara solicitar o asegurar una licencia de exportación, habrá de poner la salvedad respectiva al efecto en caso de la imposibilidad de procurar esta licencia. Se puede adjuntar también el nombre del banco mediante el cual se habrá de cobrar los giros o aquel que va a emitir la carta de crédito, sobre todo si el comprador requiere especificar un banco en particular.

Cuando un embarque está financiado por una carta de crédito, es indispensable seguir meticulosamente cada una de las instrucciones especificadas en el documento pues cualquier cambio, por mínimo que sea, resultará en el rechazo de la documentación y en un impago por parte de la institución bancaria.

Todos y cada uno de los documentos descritos y especificados en la carta de crédito tienen que ser presentados y la descripción comercial de la mercancía debe coincidir exactamente con la de la carta de crédito. Si se especifica una fecha de embarque, éste no puede realizarse después de la fecha señalada. En caso de errores notados en el documento o de advertir cambios necesarios, hay que procurarlos del comprador antes de presentar la documentación del embarque al banco.

En la carta de crédito que presento a continuación, el comprador ha solicitado a su banco la emisión de la carta de acuerdo a los plazos y condiciones aceptados en el contrato de compraventa celebrado con el vendedor:

(9. Transparencia de una Carta de crédito)

Una vez enviado el acuse de recibo al comprador y verificados y aceptados los términos de la carta de crédito por el vendedor, éste prosigue a cortar la factura comercial, la cual contiene toda clase de detalles referentes a la expedición del pedido. Las marcas de los bultos, la descripción detallada y completa de la mercancía debe aparecer en esta factura. Además, el nombre y la dirección del consignador, el número del contrato de compraventa, el precio de la mercancía por unidad y el valor total del embarque (FAS, FOB, C & F o CIF puerto de destino). Además, la forma o plazos de pago (carta de crédito, giro a la vista, giro a 60, 90 o 120 días vista, documentos contra aceptación o documentos contra pago, u otros plazos.) La descripción exacta tal cual aparece en la factura comercial, aparecerá también en la factura consular que requiera el país importador y que consideraremos más adelante.

(10. Transparencia de una factura comercial)

Una lista de empaque puede ser un documento por separado, dependiendo del número de bultos y de la complejidad del embalaje. Otras veces, esta lista de empaque de pesos y medidas aparece detallada en la misma factura comercial. Por lo general, la lista de empaque contiene la descripción detallada del contenido de cada uno de los bultos que constituyen el embarque. Cada mercancía deberá describirse por separado, anotando su peso y medidas pero coincidirá exactamente con la descripción comercial de la mercancía según las facturas comercial y consular.

(11. Transparencia de una lista de empaque)

La determinación de la ruta más rápida y económica para el embarque de la mercancía depende, la mayoría de las veces, del exportador o de su agente embarcador. Sin embargo, a su decisión debe añadirse las observaciones e instrucciones especiales del importador o comprador para evitar la ocurrencia de multas cuando la mercancía llegue a su destino final, multas y cargos que el importador revertirá a la cuenta del exportador acusándole de no haber seguido sus instrucciones.

La gran mayoría de las exportaciones se hacen por barco, aunque se dan casos también de embarques aéreos. Un embarque marítimo requiere una cadena de arreglos y preparaciones previas a la entrega física de la mercancía en el puerto de embarque. Se tiene que asegurar espacio en el vapor escogido, preparar la entrega al terminal o muelle asignado, procurar un recibo de entrega de la mercancía en el muelle o terminal y asegurar que los bultos hayan llegado en buenas condiciones para proseguir su viaje ultramarino. Este recibo describe las condiciones físicas de arribo de los bultos al muelle o terminal (anotará: sacos húmedos, jaulas descompuestas, cajas rotas, papel de empaque raído, etc.) Estas anotaciones, de no ser corregidas, aparecerán también en el conocimiento de embarque.

Hay tres documentos de embarque marítimo esenciales: el conocimiento de embarque, la póliza o certificado de seguro y la factura consular, cuando la requiere el país importador.

Sin lugar a dudas, el conocimiento de embarque es el más importante de todos los

documentos de embarque marítimo. Este documento sirve tres propósitos distintos:

- a) es el contrato de carga entre el embarcador y la compañía naviera
- b) es el recibo por la mercancía emitido por la compañía naviera, y
- c) es la evidencia del título de propiedad de una mercancía.

Un conocimiento de embarque puede ser de varias clases con relación a su título de propiedad: puede estar "firmado" o "sin firmar," "consignado" o "a la orden;" puede ser "negociable" o "no-negociable," "limpio" o "foul;" puede leer "recibido para embarque" o "a bordo."

(12. Transparencia de un conocimiento de embarque)

Con frecuencia, la responsabilidad del seguro de la mercancía recae sobre el embarcador o exportador, especialmente cuando el valor total del embarque es CIF (coste, seguro y flete.) Hay compañías especiales de seguro marítimo que aseguran la mercancía y que obedecen a las especificaciones del embarcador. Si el importador requiere de cláusulas especiales en la póliza, la mejor manera de asegurar su cumplimiento es describir éstas en la carta de crédito que ampara el financiamiento del embarque. Es rutinario que la compañía exportadora mantenga una póliza abierta o flotante con una compañía de seguros para cubrir sus transportes y embarques marítimos al extranjero, en cuyo caso, al momento de realizarse el embarque, el embarcador extiende un certificado y manda copia de éste a la compañía de seguro para su apropiado reconocimiento y registro.

(13. Transparencia de una póliza de seguro marítimo)

El tercer documento esencial de un embarque es la factura consular. Esta factura ha ido perdiendo su popularidad, rigidez e inflexibilidad al correr de los años. Su uso se originó en los Estados Unidos y desde 1961 este país la ha ido eliminando de la mayoría de la documentación perteneciente a embarques a países sudamericana-

nos y centroamericanos hasta quedar reducida a tres o cuatro. La razón de su abolición es que se ha determinado que esta factura se la usa con un propósito especial, el de determinar el gravamen aduanero correspondiente a las mercancías importadas.

(14. Transparencia de una factura consular)

Hay, además, un número reducido de otros documentos que pueden formar parte de un juego de documentos de embarque para la exportación, entre ellos el más conocido y utilizado es el certificado de origen. Este documento certifica el lugar de origen de la mercancía y lleva la certificación de la Cámara de Industria del país originario de la mercancía. Este certificado sirve más al consignador que al consignatario pues la mercancía puede tener gravámenes o tarifas aduaneras muy diferentes o disímiles de acuerdo a su país de origen.

(15. Transparencia de un certificado de origen)

Se emiten también una gran variedad de certificados especiales a través de muchas y variadas autoridades. Estos certificados acompañan los embarques cuando los requiere el consignatario o consignador. Estos certificados pueden atestar la pureza y la ausencia de microbios y enfermedades, como en el caso de los embarques de alimentos, plantas y animales vivos. Con frecuencia, estos certificados tienen que estar visados por los representantes consulares del país importador. Otros productos como la manteca, la carne y sus derivados requieren certificados de sanidad.

El certificado de análisis se requiere con los embarques de cierta clase de acero o materiales químicos para verificar su composición y constituyentes. Estos certificados son extendidos y preparados por laboratorios o compañías especializadas y por profesionales con licencias para extender este tipo de certificación.

La mercancía ha sido embarcada con destino al puerto extranjero! En la oficina del exportador, se han preparado todos los documentos de embarque y se corta el giro que traerá el pago y completará la transacción.

Si el embarque ha sido financiado mediante una carta de crédito, el exportador tendrá que verificar meticulosamente cada una de las especificaciones en ésta,

compilando cada uno de los documentos requeridos y asegurándose que todas las instrucciones especiales han sido cumplidas.

El giro tendrá que ser cortado de acuerdo a las instrucciones de pago que aparezcan en la carta de crédito. El valor total del giro no puede exceder el de la carta de crédito (aunque puede ser menor.) Se debe indicar si es pagadero "a la vista" o a "... días vista." La mayor parte de los embarques financiados con una carta de crédito suelen pagarse contra "giro a la vista." Además, el giro debe contener el número de la carta de crédito, el nombre y dirección del banco emisor y el nombre del girador.

Una vez cortado, el giro se le adjunta un juego completo de documentos de embarque. Algunos países requieren también la inclusión del permiso de importación. Toda esta documentación se presenta al banco del exportador para cobranza o pago. Si la documentación está en orden y completa, el banco paga el giro a la vista presentado, generalmente, en forma de depósito en la cuenta que mantiene el exportador en éste.

Por otra parte, si el giro es pagadero "a días vista" el banco puede "aceptarlo" y/o "descontarlo," especialmente si el exportador es su cliente. Generalmente, el "descontarlo" significa un adelanto por el 80% del valor total del giro.

Si el exportador no es cliente del banco pagador, la transacción no puede cerrarse hasta que el giro "aceptado" pero "impago" llegue a su fecha de vencimiento (30, 60, 90, o 120 días fecha del embarque) y pueda cobrarse.

Las ramificaciones del comercio internacional son sin número y complicadas. Como hemos visto, cada documento tiene su función específica en el ampliamente establecido proceso de la exportación. Sin embargo, una vez aprendidos los términos de comercio internacional, sus usos e interpretaciones, se convierte en un ejercicio simple y rutinario. Esto no quiere decir que no vamos a mantenernos al día con cada uno de los cambios que experimenten la volátil dinámica del comercio internacional en este fascinante mundo de los negocios.

SPANISH, AN IN-HOUSE COURSE

by

Dr. Oscar Ozete

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Spanish, An In-House Course

This is an exciting time for language teaching. As our country evolves through the high technology revolution, greater impetus will be placed in fostering supranational ties. Our ability to lead the technological movement will bear directly in procuring our share of world markets.¹ Language teachers can make a significant contribution by sharing their skills in communication with forward-looking companies actively engaged in the international exchange of goods and services.

One company that has set out to maintain and expand its leadership position is AMF Potter & Brumfield, an international manufacturer of electronic components located near Evansville, Indiana. As a result the firm has enlarged considerably its Ciudad Juarez, Mexico operations, requiring that better communications be established between that site and the home office in Indiana. Through the auspices of the Indiana State University Evansville, Department of Continuing Education, two of us developed an in-house course in Spanish for the firm's employees. The presentation below describes how we prepared and team taught the course.

Purposes

We specifically designed the program as an introductory conversation course that would assist the personnel in coping with communication problems they encountered in their technical and cultural relations with the Juarez plant. Although structured to provide practice in pronunciation, vocabulary and usage, the course also sought to familiarize the participants,

in a limited manner, with Mexican fine arts, cooking and the international complex of Juarez and El Paso, Texas.²

Schedule and Participants

Two groups were formed, each receiving thirty contact hours of instruction throughout a ten-week period. Class sessions took place accordingly:

Group A	3:00 - 4:30 P.M.	Tuesdays
	5:00 - 6:30 P.M.	Thursdays
Group B	5:00 - 6:30 P.M.	Tuesdays
	3:00 - 4:30 P.M.	Thursdays

By altering the times for the groups, participants could attend class half on company time and half on their own time. Roll was routinely taken.

Each group consisted of eighteen participants with diverse roles in the company: engineers, accountants, sales representatives and secretarial staff. The members ranged from recent college graduates to seasoned employees and administrators. For many this was their first formal instruction in a second language.

Preparation of Materials

A few weeks before classes began, we visited the firm's home office and production facilities. We wanted to view the production process and become acquainted with the terminology associated with it. At the same time we asked the employees to offer suggestions for the content of the course. By and large the suggestions entailed translating lists of technical terms. A few of the terms, grouped by categories, included:

Personnel (Personal)

toolmaker (fabricante)

operator (operador)

inspector (inspector)

accountant (contador)

Shipping (Envios)

invoice (factura)

inventory (inventario)

at the rate of (a la
razón de)

forms (formularios)

Electricity (Electricidad)

relay (relevador)

current (corriente)

switch (interruptor)

high resistance (alta resis-
tencia)Assembly (Montaje)

description (descripción)

sequence (serie)

routing (recorrido)

We found Louis A. Robb's Diccionario para Ingenieros (Spanish to English and vice versa) particularly helpful in translating the more technical words. In addition, the participants requested practice with the numbers and the alphabet. Because the company preferred custom-designed materials, many of the commercially prepared materials could not be used. In lieu of these, we wrote detailed lesson packets for the participants each week.

The lessons contained progressively longer conversation sections that centered on a topic from the vocabulary categories aforementioned. We kept the content of the syllabus flexible in order to incorporate additional input from the participants throughout the course. Vocabulary lists, grouped around the dialogues and readings, were practiced by means of flash cards, visuals or props to elicit choral and individual repetition. A few of the members made their own flash cards, and one gentleman put the lists on a computer. Where feasible we introduced the verb, noun and adjective forms for a given meaning, e.g., conectar, la conexión,

conectado(a). Some of the more frequently drilled verbs, gleaned from the Boletín, the company's monthly newsletter in Spanish, were:

cambiar (to change)	adelantar (to advance)
clasificar (to classify)	diseñar (to design)
desarrollar (to develop)	deber (should)
enviar (to send)	recibir (to receive)
fabricar (to manufacture)	ver (to see)

The reading sections originated from the Boletín, the company's correspondence or the paragraphs written to focus on a cultural topic: art, literature, music and ethnic differences that included family, eating, time and space.³ Follow-up exercises consisted of multiple-choice questions, fill-in the blanks or translations.

Each lesson packet included a thirty-minute custom-made audio tape. We structured the tapes so that the participants could listen and respond without depending on the printed page. This would allow those commuting to work and those engaged in routine activities to practice with the cassettes. The participants particularly appreciated having both English cues and multiple-repetition segments in Spanish that covered difficult phrases to understand or pronounce.

Content

A glance at the syllabus below indicates that besides pronunciation sections, the course covered the following grammatical items: gender of nouns and adjectives; present, present perfect and future verb forms; ser and estar; possessives and impersonal se constructions. In the pronunciation portions we especially drilled the vowel sounds in order to curtail the English carry over of converting stressed vowels into diphthongs and unstressed vowels into neutral or schwa sounds.

Slight confusion occurred when one of the instructors, citing the standard textbook explanation, mentioned that the vowel e in Spanish sounded approximately like the English a in ate or late; that is the high or closed [e]. However, the instructor then went on to use the low or open [ɛ] common in the Caribbean and in more emphatic speech.⁴ The confusion ceased when the English [ɛ], as in let or bet, was given as a model.

SYLLABUS

WEEK 1

1. Expressions: Good morning (afternoon, evening)
Hello/goodbye
What's your name/My name is . . .
2. Numbers: 0-30
3. Dialogue: The professions
4. Pronunciation: vowels, stress and accents
5. Specific vocabulary
6. Cultural Note: Spanish influence in the U.S.A.

WEEK 2

1. Review of Expressions
2. Numbers - 30-101
3. Dialogue: The telephone
4. Specific vocabulary
5. Gender of nouns: the definite article the
6. Cultural Note: El Paso/Juarez
7. Pronunciation: B/V, D/T
8. Weather expressions

WEEK 3

1. Interrogatives: how, when, where . . .
2. Subject pronouns

3. Conjugation of -ar regular verbs
4. Specific vocabulary
5. Translating a mail order (Spanish to English)
6. Days of the week
7. Numbers: 100-1000
8. Pronunciation: diphthongs

WEEK 4

1. Dialogue: at Customs
2. Conjugation of -er and -ir regular verbs
3. Cultural Note: Geography of Mexico
4. Readings: from the newsletter "Relays for Traffic Lights"

WEEK 5

1. Telling time
2. Pronunciation: J/G
3. Verbs ending in -go (first person singular)
4. Dialogue: the robot
5. Expression: Acabo + de + infinitive (to have just . . .)
Saber (to know); saber + infinitive (to know
how to. . .)
6. Cultural Note: Mexican writers
7. Relay vocabulary

WEEK 6

1. Idioms with tener
2. Adjectives
3. Colors
4. Clothing
5. Adverb formation
6. Cultural Note: Mexican/Spanish foods
7. Readings: from the newsletter "Solenoids"

WEEK 7

1. The verb "to be": ser and estar
2. Vocabulary: materials
3. Specific Vocabulary: terms dealing with electricity
4. Readings: from the newsletter--translate into English a passage advertising the S87R relay

WEEK 8

1. Past participles
2. Present perfect tense
3. Dialogue: in the office
4. Possessive adjectives
5. Possession de; contraction del
6. Answering a customer's letter requesting prices and discounts
7. Acknowledging receipt of payment
8. Cultural Note: Mexican painters

WEEK 9

1. Future tense: regular and irregular verbs
2. Dialogue: selling the merchandise
3. Reflexive pronouns
4. Impersonal se expressions
5. Specific vocabulary: translate into English, phrases dealing with electrical components
6. Cultural Note: space and time - U.S.A. vs. Spanish-speaking world

WEEK 10

1. Review of verb tenses: present, present perfect and future
2. Review of main vocabulary
3. Dialogues: mini-dialogues based on the structures covered in the previous lessons

4. Metrics

5. Readings: from the newsletter--"P & B new microprocessor"

6. Cultural Note: Mexican music

7. Mexican Dinner

We presented verb paradigms, without the vosotros forms, and concentrated class time in asking and answering questions with the pronouns usted and yo. Stem-changing verbs, inserted and glossed in the dialogues and readings as needed, were not formally studied. On the other hand, we paid special attention to the "-go" verbs, e.g., tener (tengo), hacer, traer, decir and poner, since these serve as a rich source of idioms.

Initially, participants were reluctant to speak up in front of their staff or supervisors, possibly for fear of making mistakes or sounding too knowledgeable in the language when compared to the boss. One person with a hearing problem requested a phonetic transcription of the vocabulary. Nevertheless, with a bit of reassurance, humor and small group work in 2's and 3's, we gradually had the members rely more and more on the spoken rather than the printed word. Practice with the cassettes helped substantially, too.

During the eighth week we introduced the present perfect. We chose this over the preterite because at this level of learning the complicated concept of preterite vs. imperfect, coupled with the irregular verbs of the preterite, would have been overwhelming. Furthermore, we contended that the expression acabar de + infinitive (to have just...) and the present perfect would be adequate for conveying past action at this point. Moreover, random sampling from three leading commercial Spanish textbooks and a perusal of a couple of the firm's business letters, indicated that the most frequently employed verb forms were respectively:

the present indicative, the infinitive, the future and the present perfect indicative. The sample also demonstrated wide use of the past participle adjective.

TABLE 1

Texts*	Pres	I	S	Inf	Fut	Pres P,I	S	Pret	I	S	Cond	Imp
CCFF	34	9	19	7		9	0	7	0	3		1
ES	51	10	28	16		5	0	1	2	6		0
SITO	77	20	55	16		18	4	11	2	2		5
	<u>162</u>	<u>39</u>	<u>102</u>	<u>39</u>		<u>32</u>	<u>4</u>	<u>19</u>	<u>4</u>	<u>11</u>		<u>6</u>

*Sampling consisted of ten letters chosen at random from each of the books:

Correspondencia Comercial: Fondo y Forma (CCFF), Español Comercial (EC) and Spanish in the Office (SITO).⁵ I = Indicative, S = Subjunctive.

In trying to build on previous work, we first formally introduced and drilled the past participle as an adjective. Participants had been exposed to a few of these earlier in the course in connection with the lesson on ser and estar, e.g., La máquina está rota. The machine is broken. However, as we moved to the present perfect tense members often tried to make the past participle, invariable in this instance, agree with the subject as in *Ella ha enviada ... She has sent Thus the likelihood that in future courses we will invert the order of presentation, practicing the present perfect initially and then the participial adjective.

In the final lesson we went over the major points of the course. We reviewed the three tenses studied, by grouping the members in 2's and 3's and having them ask and answer questions, from a list of infinitives plus complements. We modified and reintroduced five

dialogues but this time inserted blanks for the participants to complete as they re-enacted the various scenes. During the final hour we attempted singing "La Bamba," and we shared a delicious Mexican dinner in the company's cafeteria.

Evaluation

Of the thirty-six original participants, twenty-five completed the ten-week program. Those who dropped out attributed it to miscalculation in the time and effort the classes would require or to work-schedule conflicts. In order to alleviate the conflicts we plan to stagger the classes next time around. One group will begin a day earlier so that those who need to be out of town can either skip forward or fall back one session without missing instruction. Additionally, we have suggested that all sessions be taught during company time.

On the whole the written evaluations were favorable. When questioned on whether or not they would welcome a follow-up course, nineteen participants either agreed or strongly agreed and the remaining six were undecided. The majority liked the one and a half-hour sessions, though they would have preferred morning classes at a time other than the harvest season, since the plant is located near a large farming community. Most found that the right amount of material had been presented and claimed to have studied the lesson packets one hour a week with an additional thirty minutes spent on the cassettes.

Recommendations for future courses included providing more written exercises as well as more conversation sections with realistic content. Despite the sizeable amount of time devoted to verb forms, in brief questions and answers, the participants recommended additional drill in this area. Also, follow-up programs should include written quizzes.

We had hesitated to do so in this initial course in order to minimize tension. Yet on the evaluation forms, most of the members indicated that a weekly quiz would motivate them to study more, provided grades were not reported to the supervisor.

Overall we believe the program's objectives were fulfilled. When questioned informally, participants said they were now less hesitant on the telephone with the Juarez plant in expressing basic pleasantries and technical terms. Employees who traveled to the Juarez site commented that knowing a handful of fundamental phrases, coupled with insights into Mexican culture, made their work smoother. Those in shipping noted that they could more readily understand purchasing orders and letters of inquiry written in brief and unobstrusive language.

As we await the follow-up course, once a month we translate the company's four-page monthly newsletter, Boletín, and intermittently do the Spanish version of fliers dealing with employee incentives and safety. The working relationship between AMC Potter & Brumfield and our campus has been an extremely gratifying one. It has been a pleasure to collaborate with a company committed to quality products and actively engaged in the betterment of the community here and abroad. Ours is an exciting time in language teaching, for as John Naisbitt's Megatrends proclaims "the globalization of our economies will be accompanied by a renaissance in language and cultural assertiveness."⁶

NOTES

¹Philip H. Abelson, "Beyond just talking high tech,"
The Evansville Press, February 2, 1983, p. 27.

²Information on the Juarez-El Paso area was graciously
supplied by R.V. Teschner et al., "The International, Bilingual
City: How a University Meets the Challenger," mimeograph,
University of Texas, El Paso.

³These articles were useful with regard to ethnic differences:
Edward T. Hall, "How Cultures Collide," Psychology Today, July 1976,
pp. 66-97, and William F. Whyte et al., "Human Problems of U.S.
Enterprise in Latin America," Contemporary Latin American Culture
(New York: Selected Academic Readings, 1970), pp. 1-11.

⁴Tomás Navarro, Manual de pronunciación española (New York:
Hafner Publishing, 1966), pp. 50-3.

⁵Luis González del Valle and Antolín González del Valle,
Correspondencia Comercial: Fonda y Forma (Cincinnati: Southwestern
Publishing, 1981.)

Nelly E. Santos, Español Comercial (New York: Harper & Row, 1981.)
J. Bray and M. Gómez-Sánchez, Spanish in the office (New York:
Longman, 1980.)

⁶John Naisbitt, Megatrends (New York: Warner Booke, 1982), p. 76.

PROFICIENCY TESTING IN COMMERCIAL SPANISH: THE MADRID
CHAMBER OF COMMERCE EXAMINATIONS
AND THE BUSINESS-SPANISH CURRICULUM

by

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Proficiency Testing in Commercial Spanish: The Madrid Chamber
of Commerce Examinations and the Business-Spanish Curriculum

by Geoffrey M. Voght

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The Cámara Oficial de Comercio e Industria de Madrid, in cooperation with the Escuela Oficial de Idiomas de Madrid, developed these examinations in commercial Spanish for foreigners several years ago, at the request of Professor Micaela Misiego of Douglass College (Rutgers University). The examinations exist on two different levels: the basic-level examination leads to the "Certificado de Español Comercial Básico," while successful candidates for the advanced-level test earn the "Diploma de Español Comercial." In the Spring of 1981, Eastern Michigan University became the official testing center for these exams for a five-state Great Lakes region including Michigan, Wisconsin, Illinois, Indiana and Ohio. Students wishing to qualify for either of the degrees awarded by the Madrid Chamber of Commerce and Industry may register through the Department of Foreign Languages and Bilingual Studies of Eastern Michigan University and present themselves early in May of each year on the EMU campus. Each test consists of a written part, sent from Madrid and returned there for grading, and an oral part created and graded by the faculty of Eastern Michigan University. A representative of the Madrid Chamber of Commerce and Industry will be present each year during the administration of the examinations.

The basic level examination consists of a twenty-five-minute oral test, and a written test lasting an hour and a half. During the oral part, the candidate must discuss for ten minutes, with a panel of professors, some topic related

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to current Spanish economics or industrial development. The student may choose and prepare this topic ahead of time. In addition, the panel will spend 15 additional minutes questioning the candidate orally on the administrative organization of businesses and on commercial-Spanish terminology. The written exam consists of three parts. The first is a twenty-minute dictation of a commercial text. Second, the student is given thirty minutes to compose a Spanish business letter on a specific topic. Finally, the student has 40 minutes to answer ten questions on topics relating to various aspects of business administration, from a list provided by the Chamber of Commerce in advance. The topics include, among others, the following: business organization, management, marketing, accounting, billing, commercial correspondence, and administrative services.

The advanced-level examination also consists of two parts--a thirty-five-minute oral test and a written test lasting one hour and forty-five minutes. During the oral part the candidate for the Diploma must converse for 15 minutes with the panel on a commercial topic of current interest in the Hispanic business world, which will be selected by the professors. In addition, the candidate is given a business reading which must be summarized briefly in oral form on the spot. Twenty minutes are given for this exercise. The written test has three parts. The candidate is given thirty minutes

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to read an article on a business-related topic and to write a summary of its main points which is no more than one-fourth the length of the original. Next, the candidate must compose a commercial document or letter on a given topic in thirty minutes. Finally, the candidate must answer ten questions on commercial law and the Spanish economy (forty-five minutes).

The existence of these examinations, and the Spanish Chamber of Commerce's obviously keen interest in promoting business-Spanish studies in the United States, presents us with several promising possibilities as we create courses and programs at our schools:

1) TWO LEVELS: The present sequence of business-Spanish courses at Eastern Michigan University dovetails very nicely with the two levels of proficiency for which students can be tested through the Madrid Chamber of Commerce. According to the current configuration of these courses, students will be sufficiently proficient in business Spanish to earn the "Certificado de Español Comercial Básico" after they have taken the first year of courses, on the third-year level (SPN 361-362). Theoretically, they will be able to complete successfully the examinations for the "Diploma de Español Comercial" (the advanced level) after the fourth-year courses (SPN 446-447); that is, after two full years of specialized training in commercial Spanish. We are attempting to gear our courses, therefore, to coordinate with the examinations.

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2) FLEXIBILITY: The Madrid Chamber of Commerce officials with whom I have talked have repeatedly asked for my suggestions for modification of both the format and the contents of these examinations. They allow Professor Misiego and I to adapt their exams to fit our programs and courses, or we can use our own exams if they follow the format specified by Madrid and are graded in Madrid. As we develop our expertise, as we get more feedback from our graduates and from businesses, these examinations, therefore, can evolve, continually reflecting our best understanding of real-world job requirements. The Chamber of Commerce's flexibility will permit both our program components and the titles from Madrid to reflect the actual situation in the international business world.

3) JOB ADVANTAGE: When the existence of these two titles, the Certificado and the Diploma, becomes more widely known among businesses, students whose dossiers bore one or both will supposedly have an advantage in the job market over those students who do not have them. Part of our task, if we believe that these titles accurately reflect significant levels of skill in business Spanish, is to publicize their existence in the business world, not just in academia. If they indeed become highly-prized degrees, then schools whose programs offer the possibility of earning them will be able to attract students more effectively than those that do not.

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4) INCENTIVE: The examinations from Madrid can serve as a very effective incentive to students, motivating them highly to do their very best to train themselves, with our help as partners working toward a common goal, to defend themselves successfully on these exams and to earn the title for which they are being tested. Eventually there will be, I am sure, a large number of colleges and universities all over this country where these examinations may be taken on a once-a-year basis. Schools wishing to approach the Chamber of Commerce in order to become officially-recognized as testing centers will have to demonstrate that their programs are sound and that their Foreign Language Departments are committed to this new direction of Spanish studies. Once this basic requirement is met, testing centers will be approved on a first-come, first-served basis. Those interested in exploring this possibility may contact:

Sr. D. Alfonso Fernández Ruiz
 Secretario General Adjunto
 Cámara Oficial de Comercio
 E Industria de Madrid
 Huertas, 13
 Madrid, Spain

(Telephone: 429-3193)

Eventually, I would personally like to see a national network of official testing centers all across the country, one or more per state, where students would have the chance to take examinations leading to the Certificate and Diploma in Commercial Spanish from the Madrid Chamber of Commerce and Industry. I believe it is important to standardize the examinations used for these titles, so that they truly

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represent a guaranteed level of proficiency which reflects the needs of American businesses, rather than having each university or each teacher use his or her own test and his or her own standards. Perhaps some of you may offer some suggestions as to how this might be accomplished. Perhaps some foundation, some corporation or some government agency might fund a project to draft such tests, using the existing ones as a starting point.

One attempt has already been made to begin this process, which I will describe briefly. Last year at the EMU Conference on Spanish for Bilingual Careers in Business, a group of people decided that it would be constructive to approach the American Association of Teachers of Spanish and Portuguese to establish a Standing Committee charged with developing standardized proficiency tests to be used at all testing centers authorized by the Madrid Chamber. A standing committee to promote a commercial German studies already exists as part of the AATG. Fourteen college and university teachers involved in teaching business Spanish volunteered to serve on that committee. Unfortunately, Professor Misiego who had agreed to organize this project has been unable in the intervening year to dedicate much time or energy to this idea. Nor has the idea been discussed with the people in charge of this program at the Madrid Chamber, although I believe they would receive it with enthusiasm. At the annual AATSP meeting in New Orleans last August, I did discuss the creation of such

a standing committee with two members of the Executive Council of the AATSP (Bob Christensen and Richard Klien), who said they would welcome and support a formal request before the whole committee.

When I am in Madrid this June, I will broach this whole subject with the people at the Madrid Chamber of Commerce. In the hopes that this project can move along more rapidly this coming year, I am again asking for volunteers who would be interested in and willing to contribute to the development of standardized proficiency tests in commercial Spanish. Please put your name, address and phone number on the sheet of paper here on this table after the session is over. Then I will have a pool of experts on which to draw for help, if and when we begin actual work on this business. Thank you very much for your attention.

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